

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXIII.—NO. 9.  
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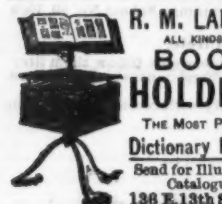
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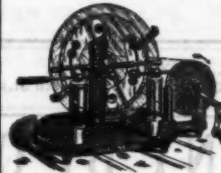
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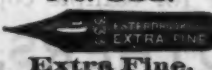
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### SOLITUDE.

"Yes! in the sea of life enisled,  
With echoing straits between us thrown,  
Dotting the shoreless watery wild,  
We mortal millions live alone.  
The islands feel the enclaving foe,  
And then their endless bounds they know.

"But when the moon their hollows lights,  
And they are swept by balms of spring,  
And in their glens on starry nights,  
The nightingales divinely sing;  
And lovely notes from shore to shore,  
Across the sounds and channels pour—

"Oh! then a longing like despair  
Is to their farthest caverns sent;  
For surely once, they feel, we were  
Parts of a single continent!  
Now round us spreads the watery plain—  
Oh, might our margins meet again!

"Who order'd that their longing's fire  
Should be, as soon as kindled, cool'd?  
Who renders vain their deep desire?  
A God, a God their severance ruled!  
And bade betwixt their shores to be  
The unplumbed, salt, estranging sea."

MATHEW ARNOLD.

THE "new south" is waking up to the necessity of education of all, rich and poor, high and low. In the recent dinner of the New Southern society in this city it was said that "if this country is to take her place among the nations of the world we must give our boys a chance, we must teach them how to work and protect them in their right to work. Something more than wealth, something more than mills and mines and farms, is needed to make a nation great; it is men. If this country is to be governed by intelligent, prosperous, self-respecting men we must look after the boys." Truer words were never spoken, and they apply not only to the new south but the new and old north as well.

BEING comes from doing. It is impossible to sit down and become good by thinking. Get up and go to work! Stir yourself! Breathe good air! Eat good food! Say kind pleasant words! Lend both hands! Feed the poor, clothe the naked, minister to the sick. Help the low down children. Be active, earnest, diligent. Pray your prayers while you are running to help somebody, and depend upon it your being will take care of itself. This philosophy is as old as Adam. He was commanded to "dress and keep" the garden. There isn't a word said about his "internal condition." Good, healthy digging made that all right.

"IT don't pay to be accommodating here," was the answer we received in the New Haven railroad station last week. We had written two letters and wanting to post them, we asked the news dealer for a few stamps, "We don't keep them," was the reply, "nothing made on them." But we said, "You could keep them for accommodation's sake." "It don't pay to be accommodating here," came from the policeman standing by, and for fear he was about to order us to "move on," we departed out of that coast and thought: It don't pay to be accommodating is the motto of the world, the flesh, and the devil. Much business of this city is conducted on this principle: Let it be known that a wealthy country dealer is in [this city for goods, and he will be "accommodated" by the drummers to whatever he wants. He'll see, and eat, and hear anything he desires. It will pay some firm to accommodate him. Let him lose his money and credit and where will his accommodation come from? The tender mercies of business are cruel. Go into a first class restaurant on Broadway or Fifth Avenue and the obsequious waiters at once take your measure and decide whether it will pay them to be accommodating. The amount of money you slip into their hands when you leave will be the exact measure of the amount of accommodation you will get the next time you come.

A few years ago a young man came to this city in the employ of a business house. On Sunday morning he attended church and was given a very poor place while flashily dressed young men were obsequiously conducted to vacant seats nearer the center of the house. He liked the sermon and attended again with the same results. Disgusted he went to a neighboring church where he was received as a human being ought to be. To day he is one of the largest contributors to that church, and it is noticed that special efforts are made to make every one feel comfortable without regard to age, race, color, sex, or what kind of clothes he wears. It paid that church to accommodate that young man, and it always pays to accommodate. Money is not the

chief end of man, and the poor shriveled soul that thinks it is, will one day get cured of his delusion when each human being is rated for what he is, and not for how much gold he owns. If we had a persuasive voice that could be heard in every school-room in all this broad land we would say in tones that would carry conviction, "It pays to be accommodating." If a motto will do any good let this one be printed in large letters, where everybody can read it, in cars, steamboats, hotels, business houses, churches, school-rooms, and homes: IT PAYS TO BE ACCOMMODATING.

EDWARD Everett Hale is the author of the following famous motto:

"Look up and not down;  
Look forward and not back;  
Look out and not in;  
Lend a hand."

Dr Alden has revised this, and made it read:

"Look up and also down;  
Look out and occasionally in;  
Look forward and sometimes back;  
Lend both hands."

Not only both hands, but ears, mouth, and all the senses as well. This is exactly what we have all along been preaching. Use your senses! See, hear, taste, smell, handle, walk, run, play, talk, and sing! Do everything with all your might, that thereby the world may be made better and the good time hurried along.

THERE are some who say that we believe and advocate an education without thinking. We are not insane, neither quite idiotic. We have said and do say what we shall always say—that education is a process of training the mind to think, the body to act, and the soul to feel—in fact a discipline of the whole nature. We advocate an education through doing. Cannot the simplest minded among our distinguished critics understand this language? Let us discuss real issues not imaginary ones.

THE New York legislature has been discussing the right of women to be hanged and have concluded that they should have the same rights as men; both for punishment and reward. How about the right of women to receive equal pay as men for equally valuable services? This is a point no legislature dare touch. If a woman can make as good a boot as a man ought she not to be paid as much as the man is for it? If for a boot why not for teaching? This is the great unanswered question of the century. The one nearest to it is—a shrug.

AS all roads in the Roman empire terminated in Rome, so now all education questions point towards the examination. To the average member of our state legislature the examination is omnipotent. "Has she passed the examination?" is the end of all questioning. Teachers have been exceedingly patient under the burden they have been obliged to carry. Uncomplainingly they have prepared and submitted, not only to one examination, but to many annually repeated.

The very worst feature about a teacher's examination is that it is like Mexican money, which is not current outside of Mexican borders. One district officer often will not honor his neighbor's license, and no state in the Union is legally bound to respect the state certificate of another state. All this is done under the plea of thoroughness; but it is more than thoroughness. It is injustice and tyranny. An ignoramus can examine, but it takes a wise head to answer all the questions he can exhumate. If every examiner was obliged by law to answer all the questions he asks before a competent committee of his peers, with ten other questions added, equally hard, we should have fewer puzzles, and more sense in some countries.



## WHAT IS EDUCATION?

WHAT is education? This question has been answered thousands of times, and yet the teacher needs to examine himself over at frequent intervals to see what meaning he attaches to the term. This is especially needed, as the term is misused and the public are sure to use the term in a wrong sense. We hear of "educated" horses and feel that the term cannot be applied to pigs, dogs, and birds, because the spiritual faculty is addressed in education.

We are told that "John Smith got his education at Yale College," and feel that this is another misstatement, at all events a very partial statement. No man can get an education at a college as he can get a bushel of beans at a store. He can be assisted at a college to educate himself and that is all. We are told that "Jane Brown has finished her education," and hear on inquiring that she is a "rosebud," and her age is eighteen. We feel that there is a misstatement here, for education corresponds to mental growth, and mental growth does not stop here nor hereafter. So that we doubt whether Miss Brown has been educated at all. A judge in one of the courts lately said, to a prisoner who had committed a mean crime while drunk: "I shall be severe with you for I see you are an educated man." Here as in the other instances education is confounded with familiarity with books. "If you intend to make a merchant of your son," said one flour-dealer to another, "don't educate him, it will ruin him." This man intended to give good advice, but it looks very much like wicked foolishness.

Geo. Macdonald says, "They had a conventional training vulgarly called education," and says a plain truth. Many go to college and get what is "vulgarly called education." The schools deal with what is "vulgarly called education." A gentleman lately said, "I was, when a young man, in a shop under the superintendence of Mr. Geo. Bates; he saw my careless work and came to me, and from that conversation I came out a new being. I owe everything to him." Here was a case of genuine education.

Almost any one can "post up bills,"—patience, industry, a pot of paste, and ability to read, so they will not be wrong side up are all that is needed. So, to "take up," as it were, in the mind, the multiplication table, and other useful information requires about the same; the cry that comes up from the school-rooms evinces this, "Oh, it needs so much patience." Now, the management of children does need patience, but education does not. And the more power to educate one has, the less the drafts on his patience. This is evinced in the kindergarten; the children are taught to play; in the routine school they are forbidden to do so under pains and penalties.

The teacher must ask himself over and over again, "Am I educating?" All throughout the training and the instruction, there must be a vein of education that binds it together and directs it, and causes it to become part of the life. "Take fast hold of instruction," says Solomon, "for she is thy life."

## TWO EDUCATIONAL SIDES.

Here are two propositions standing directly opposed to each other:

Being, and then doing. | Doing, and then being.

If the first is true the second is not. Professor Payne of Ann Arbor, says that, "All professional and technical knowledge is administered on the hypothesis that knowing is the necessary preparation for doing, and the term quackery has been set apart to express the common contempt for the practice of learning to do by doing. If anything has been settled by the experience and common sense of mankind, it is that action should be preceded and guided by knowledge. Now, what shall be our judgment of a proposed revolution, the first, and, so far as announced, the only principle of which is a bold denial of a universal truth? This seems like the culmination of presumption. Pestalozzi would reverse the car of European progress, but the latest reformers have undertaken the task of reversing the car of the world's progress. But Pestalozzi failed in his modest undertaking."

If Professor Payne is right the foundation of industrial education is taken away. Dr. Edward Brooks, one of the ablest advocates of education by thinking divorced from doing, says:

"MOST OF OUR KNOWLEDGE CONSISTS OF THOUGHTS AND IDEAS THAT ARE NOT THE PRODUCTS OF SENSE PERCEPTIONS."

Then from what source do they come? Where is their origin? Take the most abstract notions of goodness, mercy, long-suffering, and truth. It is not possible to know these abstract qualities except as they have had, and do have, before our very eyes, an exemplification in acts we can see, hear about, and even handle, taste, and smell. Goodness. God is good. His acts in doing good give us our first and only thoughts of this attribute. The child learns goodness by seeing goodness, and doing good himself. No being can sit down and reason out goodness, unless he has seen, heard, or felt it in his own experience and through his natural senses. A pupil cannot see an axiom, but it is the expression of what he has a thousand times seen. "Things equal to the same thing are equal to each other." "The whole is greater than any one of its parts," are expressions of tangible "sense perceptions." They must be. Every rule of grammar is the expression of an expression in words. If it were possible to think without words there might be such a thing as grammar without rules, but since such a thing is impossible every fact in grammar has reference to the arrangement and harmony of words, and every process of grammatical reasoning must be the product of spoken or written forms, in other words, "the product of sense perceptions."

## EDITORIAL CORRESPONDENCE.

Last week we paid a brief visit to the metropolis of Connecticut. The name of Supt. Dutton is well known to the readers of the JOURNAL. We gleaned the following facts:

Teachers' meetings are held at short intervals and are addressed by specialists and most successful teachers. One result is that there has developed in all grades much more concrete teaching.

All teachers are reading the best educational journals and papers of the day. The class of teachers who faithfully pursue a course of professional reading increases and adds honor to the corps. All teachers are given the opportunity, and are encouraged, to visit the best schools in town or outside for the purpose of observation. A meeting of the principals is held every month or oftener at which matters of practical school-work are discussed, such as "The daily preparation of the teacher," "What can we do for those who leave school at an early age?" and kindred topics. The course of study is now under consideration, it having been divided up into subjects, each of which is assigned to a special committee of principals and prominent teachers who report their work to the board of principals for joint consideration and action. In the last three years the training schools have sent out fifty trained teachers to positions of all grades with every evidence of success. Meanwhile there have been added to the corps several teachers from outside, Miss Harriet Poor, a graduate of the Salem High School and Smith College, and Miss Winnifred Thompson from the Buffalo, N. Y., normal school.

The influence of the kindergarten is strong and permanent, showing itself in the adoption of occupations and busy work in all the primary grades and the adaptation of the instruction to the nature of the child. Strict attention to the health of pupils and the proper condition of the school-room is secured from the body of teachers in the schools, and there is a gratifying reduction of complaints from parents and observers. Teachers are allowed great freedom and development of individuality in their work, and encouraged in making application of the results of their study and observation. The teaching of plain sewing has become indispensable, and has proved very satisfactory to parents. The manual school is faithfully working out the demonstration of its practicability and usefulness. All the pupils are taken from the grades where mechanical drawing is taught and are now working from their own drawings. The instructor has also formed a class in wood carving.

A progressive spirit pervades the high school, the marking system is reduced to a minimum, and it is sought to develop the minds of the pupils symmetrically. The evidences of the increasing popularity of the schools and their hold upon the good wishes of the general public are plentiful. The numbers steadily increase and there is an unceasing demand for larger accommodations for pupils of all grades from the high to the primary. Fair success is attending the effort to secure rapid free hand writing with good form and legibility in the upper grades of the grammar schools. All of this shows that the City of Elms is not only a university town but a progressive and wide awake public school town as well. From such centres of influence as this go

out forces that are destined to revolutionize the humdrum methods of an age (thank God), fast passing away.

J. A.

## DEATH OF AUGUSTUS C. TAYLOR.

Mr. Augustus C. Taylor, late of the firm of Ivison, Blakeman, Taylor, & Co., died at his residence in this city on Saturday, Feb. 12, in the fifty-sixth year of his age. He had been in ill health for several years, and for some time past was unable to give active attention to business. Mr. Taylor was well known to the trade, and highly esteemed for his many accomplishments and agreeable personal qualities. His manners were exceptionally engaging, especially to those who were brought into contact with him in a business way; perhaps there never was a man under such circumstances who was better liked, or who shared to any fuller extent the confidence of others. His connection with the book-trade dated from his early youth, when he became a clerk in the then large house of Andrus & McChaffin, Ithaca, N. Y., to which place he moved from his birthplace in Great Bend, Pa. They published Cobb's Readers, among the first graduated series of school reading-books issued in this country, and did a large and thriving business. It was here that Mr. Taylor began the career which was so honorable to him, and he always referred to these early days with pride and pleasure. Early after he became of age Mr. Taylor went West, and into the book business on his own account at Bloomington, Ill. He did not remain there long, however, but came back to New York to take a responsible clerical position with Ivison, Phinney, & Co. In this position he made himself so valuable to the business that he was admitted into the firm, it being then Ivison, Phinney, Blakeman, & Co., January 1, 1864. Mr. Phinney retired in 1870, when the firm name became Ivison, Blakeman, Taylor, & Co., remaining so until a few weeks ago, when Mr. Taylor retired. He leaves a widow and two sons amply provided for.

THE National Educational Exposition at Chicago, July 7 to 16, next summer, promises to be a success. It will include an exhibit, on a large scale, of school work of all grades, school furniture and apparatus, school books, and school supplies generally. It is designed to be a very comprehensive display. Three large halls have already been engaged for its exclusive use.

The display will comprise a main exhibition and an annex, as follows:

Main Exhibition.—1. General School Work, in all grades, including State Exhibits. A. R. Sabin, Supt., Franklin School, Chicago. 2. Kindergarten Exhibits—with processes. W. N. Halimann, Supt., La Porte, Indiana. 3. Industrial Exhibits—including work by the defective classes; with processes. H. H. Hefield, Supt., Manual Training School, 12th and Michigan Avenue, Chicago. 4. Art Exhibit, W. S. Perry, Supt., Worcester, Mass. 5. Miscellaneous. Annex.—1. Exhibit of School Furniture, Apparatus and Supplies. Leslie Lewis, Supt., Hyde Park, Illinois. 2. Exhibit of School Books. O. S. Cook, Supt., 74 Bryant Avenue, Chicago. 3. School Architecture—including models, plans and elevations, and schemes for heating and ventilating. Alfred Kirk, Moseley School, Chicago. 4. Miscellaneous.

Correspondence should be specific, and addressed to the superintendent of the department in which the proposed exhibit will appear. All general correspondence should be addressed to Hon. Albert C. Lane, director national educational exposition, Chicago, Illinois.

PERSONAL thinking determines personal character. "I didn't think" has been the cause of more misery than could be written in a thousand volumes.

WE are sorry our space compels us to divide the article of Dr. Sheldon on "Unification." He gives in a few words an outline of the history of the public school system in this state, which will be read with interest by many not residents here.

THE symposium on practice departments in normal schools, which occupies much space in this week's JOURNAL, cannot fail to be of interest to those who are concerned about the methods of training teachers for their work. All the writers are experienced normal school workers whose opinions are entitled to attention. The whole article will pay for a careful reading by all teachers, even those who have no special interest in normal schools.

WE recently made a brief visit to Willimantic, an account of which will be published next week.



MR. MUNDELLA of London says: "To turn our schools into workshops is a mistake. What we need is to build up character and not to teach trades," which the London School-master calls "a sentence of rather doubtful application. The work of the common school should be so arranged as to prepare pupils to play their parts as men and women. We believe that a fair mixture of the manual and mental in the work of the older pupils will tend in the strongest manner to help in this very desirable direction."

Why not younger pupils also?

In a paper recently read before the Teachers' Guild, Brighton, England, by Evelyn Chapman, the following excellent paragraph is found. It will bear a second reading:

"Surely work which draws out and exercises energy, perseverance, order, accuracy, and the habit of attention, cannot be said to fail in influencing the mental faculties; and that it should do so by cultivating the practical side of the intelligence, leading the pupils to rely on themselves, to exercise foresight, to be constantly putting two and two together, is specially needed in these days of excessive examinations, when so many of us are suffering from the adoption of ready-made opinions, and the swallowing whole, in greater or smaller boluses, the results of other men's labors."

In the Sandwich Islands all children between the ages of six and fifteen are obliged to attend school. An inspector-general is at the head of the school department, but no clergyman is eligible to fill the office.

The *Journal of Education*, London, thinks it would be puzzled to name twenty-three Englishmen who know enough of the literature of education to give any valuable advice in reference to a list of books teachers ought to read. This it says with "much regret." It certainly is a cause of regret if such a dearth of educational men exists in the United Kingdom.

As a part of our plan to interest teachers and others in the best reading, we have now ready a reprint of the recent discussion of eminent men in England over the list of "Best Hundred Books" prepared by Sir John Lubbock. John Ruskin, Wilkie Collins, James Payne, Henry M. Stanley, and many others, gave their opinion in the discussion. Do you know what are the "Best Hundred Books?"

UNIVERSITIES are multiplying. The last one is to be located in Worcester, Mass., and is to be endowed by Mr. Jonas Gilman Clark with a million of dollars. The *Tribune* thinks that "one great college in a state is better than any number of small ones," and thinks it would have been better for Mr. Clark to have given his wealth to Harvard. Not so. In the multiplication of good schools is our hope. One immense national university at Washington could by no means supply the college wants of the entire country. The small schools have done untold good. In them good men are brought into personal contact with the students. The life in them is purer, even though the scholarship is not so elevated as in great universities. Character tells in a school, not Latin. The school that Mr. Clark will found will not be measured, in its success, by the money he gives, but by the men he can bring to give it virtue. We can never have so many schools that the good ones will ever lack students.

A "LAYMAN" in the *Christian Union* thinks that "the best cure of valetudinarianism is not latitudinarianism nor platitudinarianism, but preventionarianism, an ounce of which is agreed to be worth a pound of anything else." Long words but good sense, nevertheless and notwithstanding.

An example of good management is shown in the last report of the New York Central Railway for the quarter, and embracing the same mileage as in the corresponding quarter of 1885. It is as follows: Net earnings for the last quarter, \$3,563,506; for the quarter in 1885, \$2,741,302—balance, increase, in favor of the three months in 1886, \$822,113; deducting all fixed charges and the quarterly dividend of 1 per cent., and their remains a surplus of \$711,023, against \$391,109 in the corresponding period of 1885. The company has cash on hand, \$3,939,931, and a profit and loss surplus aggregating \$11,785,153. The increase of surplus for the quarter is \$330,913 net, or nearly double the surplus of 1885. This report is reflective of the improvement being made on all the Vanderbilt roads.

#### UNIFICATION IN THE STATE OF NEW YORK.

By E. A. SHELDON, PH. D., OSWEGO, N. Y.

Whatever differences of opinion may have previously existed as to the importance of the unification of the educational work of the state, we are sure we must all agree now that some plan ought to be adopted by which our forces may be united into one grand educational system, with a single supervising head. It seems to us as strange as it is unfortunate that two separate and distinct educational departments should have been allowed to grow up in our state, and we propose in this discussion, to trace some of the causes that led to this division.

#### A DISCUSSION OF CAUSES.

It is a little more than one hundred years since the organization of the Board of Regents of the University of the State of New York.

The object of this organization was to give direction and supervision to higher education in the state.

Without doubt, Oxford and Cambridge were the models in the minds of the statesmen who, at that early day in our history, thought to lay the foundations for university education in New York. Kings College alone then existed, and by the creation of the Board of Regents this lone institution whose title was then changed to Columbia College, was abundantly provided for in the way of supervision in all the minutest details pertaining to its organization and management. This was regarded as the nucleus of a system of colleges that would eventually grow up in the state under the authority, direction and control of this board. The Regents were to grant all charters, appoint the faculties, determine the attainments in scholarship to be required for the honorary degrees, which they alone had the power to confer. These various colleges thus to be grouped under one supervising and controlling superior faculty, were to constitute the "University of the State of New York."

The Board of Regents soon made the discovery that so large a Board, widely distributed over the state, was not well adapted to the management and administration of the internal affairs of a college and much less of a number of colleges located in different and distant parts of the state, and by their own recommendation, Columbia College, and future colleges that might be created, were by legislative enactment, made practically independent in their organization and administration, subject only to such rules and regulations as might be prescribed by their charters of incorporation. Each college was to have its own board of trustees to have immediate supervision and management of its affairs. By the revised act of the legislature passed April 13, 1787, by the recommendation of the Board of Regents, not only was this change in the relation of the Regents to the colleges effected, but the board itself was constituted, in connection with the colleges, academies and other institutions that might be chartered by them, the "University of the State of New York," under the title of the "Regents of the University of the State of New York."

By this act the board was relieved of the administrative work of the colleges, but the duty still devolved on them of visiting these institutions, of examining into the system of education and discipline pursued, and making a report to the legislature of the same. This act also contemplated the establishment of academies to be chartered by this board, and placed under its fostering care and supervision.

At this time (1787) no public schools existed. But in a report of a committee of the board we find this passage: "Before your committee conclude, they feel themselves bound, in faithfulness, to add, that the erecting of public schools for teaching reading, writing and arithmetic is an object of great importance, which ought not to be left to the discretion of private men, but be promoted by public authority."

In very similar language we find that the board in their successive annual reports for 1793-4 and 5 urged upon the legislature the importance of establishing public common schools for instruction in the elementary branches of education. Following up these recommendations, Gov. Clinton, who was a member of the board, urged upon the legislature the importance of "early and decided consideration" of this question.

Whether the result of these recommendations of the board and the governor, or of the convictions that had been for many years slowly but steadily growing in the minds of the people that elementary as well as advanced education ought to be encouraged by the state, it is impossible at this distance of time to know with any degree of certainty, but it is very probable that both of

these influences combined to secure the following spring, the passage of "An Act for the Encouragement of the Schools."

This act appropriated \$50,000 annually for five years, "for the purpose of encouraging and maintaining schools in the several cities and towns in this state, in which the children of the inhabitants residing in the state shall be instructed in the English language or be taught English grammar, arithmetic, mathematics, and such other branches of knowledge as are most useful and necessary to complete a good education." One half as much as was appropriated by the state was to be raised by tax on the towns, to be applied in the same manner. Local supervision was provided by the election of commissioners in the several towns, but no arrangement was made for a general supervision. This act expired by limitation, as did also, to a very great extent, the schools brought into existence by it. It is true, a few schools continued, but in a languishing and feeble condition; and the system was practically given up. Five years after the expiration of this grant we find Gov. Lewis, in a special message, urging upon the legislature "the application of the proceeds of all the state lands for the benefit of colleges and schools; the entire fund and its management to be confided to the Regents of the University, under such regulations as the legislature might prescribe—the Regents to appoint three trustees for each district, who should be authorized to locate sites for school houses, to erect such houses wherever necessary, employ teachers, apply the district funds, and levy taxes on the inhabitants for such further sums as might be required for the support of the schools, and the education of indigent children." The recommendation was not adopted, and all efforts to establish a public school system was unavailing until 1812; when, in compliance with the recommendation of Gov. Tompkins, a system was adopted which continued with little change until 1840. This plan had in it the elements of success and efficiency, although as compared with our present organization, it seems a weak and penny wise system. It is not a little strange that at the time of the inauguration of this public school system it was not put under the charge of the Board of Regents, to whom, up to this time, all educational work had been entrusted, and especially in view of the fact that they had repeatedly urged upon the legislature the adoption of such a system, and at least, one of the governors had recommended that it be placed under the control and management of the board. This would seem to have been a very natural and proper thing to do, and we can only account for their neglecting to do so, on the supposition that they regarded these newly created schools as a sort of pauper or charity schools, and so requiring different treatment, and different supervision. We have grounds for this suspicion from some things that appear in the history of this movement.

Be that as it may, whatever may have been the motive, Gideon Hawley was appointed to inaugurate the new movement, under the title of Superintendent of Public Schools. As an illustration of the meagreness of this provision, the amount distributed to each district was about twenty dollars, and the annual salary of the superintendent was three hundred dollars. But although the compensation was so insignificant, the man proved himself competent for the work of organizing and putting upon a firm basis the common school system of the state. One would think that such a man, with so meagre a salary, coupled with such serious responsibilities, might have been safe in his office of superintendent, as against the cupidity of the politicians. But such was not the case. This man, who with marked ability, and untiring assiduity had organized and put into successful operation the school system of the state which stood more than a quarter of a century without material change, was forced to yield his position to a political hanger-on. To the credit of some of the leading men in the legislature be it said, that they were so indignant that an able, worthy man, who was discharging his duties with commendable faithfulness and marked success should be compelled to give place to one who knew nothing of the work or duties of the position, and whose only recommendation was his political alliance with the party commanding the most votes, and that a purely educational office, requiring professional knowledge and skill, and carrying with it great responsibilities, should be made the football of political parties, that they moved to abolish the office, as a distinct department, and merge it with that of secretary of state. This motion was carried and the office of State Superintendent of Public Schools was not restored to its original dignity and importance, as a separate bureau, until 1854, a period of 34 years.



The first superintendent to occupy the office after its reinstatement as a separate and independent bureau, was the Hon. Victor M. Rice. With the history of this office from this time, we are all familiar. We recognize among its incumbents men of unflinching integrity and marked executive ability; men who, if time and opportunity had been given them, would have made their mark on the educational work of the state, but the office has been a changeable one, subject to the fluctuations of party politics.

#### THE PERMANENCY IN OFFICE.

No superintendent could have the assurance of his position for more than three years. Although some of the men have done very much for the cause of education in the state, all must admit that their time of service was quite too short in which to lay out and perfect any important educational plans and improvements, requiring years of growth to bring them to maturity. In some cases much has been accomplished, far more than could have been anticipated under the circumstances, but it cannot be denied that both the inducements and opportunities would have been greater if these men could have had reasonable assurance of permanency in their positions. That this position ought to be removed from the arena of politics and from all that machinery that results in rotation, and put upon an educational and permanent basis, no one questions. Another unfortunate feature of our school supervision which we are sure every one recognizes, is its dual character, the higher departments being under the Board of Regents, and the lower under the superintendent. So far as the academic departments in the Union Free Schools are concerned, the supervision is divided between the two supervisory heads.

#### THE EFFECT OF DIVIDED SUPERVISION.

The tendency of this divided supervision has been to cherish more or less of jealousy and animosity between the schools so separated in their supervision, and, at times, between the Superintendent and the Board. As a result we have been building up two separate, and in some measure, antagonistic, departments in our educational work. This condition of things has, for a long time, been felt as a serious impediment to the highest success in our school work; and, from time to time, various propositions have been made to consolidate our supervision in one head; sometimes by subordinating the superintendent to the Board of Regents, and sometimes by subordinating the Board to the Superintendent; and again by abolishing the Board of Regents altogether. Both departments have been jealous of an independent existence, and, in every instance, each has been able to wield influence sufficient to maintain it. And yet the feeling has continued to gain strength in every quarter that something ought to be done, to break down this middle wall of partition in our educational work.

#### THE TIME FOR UNIFICATION HAS COME.

We believe the time has come when this may be accomplished. Both departments of supervision realize the importance of this consolidation and are ready to accept it, provided it may be accomplished in such a way as to be mutually honorable to both. This cannot be done by abolishing either department, and there is no necessity for such a measure. In every well arranged system of supervision all the elements contained in each department are required. In other words we want both a Board of Education and a Superintendent, but we want them so combined as to constitute one head. Since both departments regard such a combination as desirable and are ready to accept it, the way seems open for its accomplishment, if our legislature can be made to see the importance of such a movement. Twelve years ago a plan was submitted to the legislature which at that time, met with the approbation of the Board of Regents, the Academy, Normal School, and College men, and the educational men generally throughout the state, so far as an expression could be gained from them. This bill would, without doubt, have passed the legislature at that time but for the opposition of the incoming Superintendent and his political friends. A different state of things now exists, and the time seems an opportune one for the accomplishment of this much to be desired end.

#### HOW IT CAN BE ACCOMPLISHED.

The following were the main features of that bill: It provided for the erection of a State Board of Education, to consist of ten members, seven to be selected from the present Board of Regents by the Governor, and three from outside this board by the joint ballot of the Assembly and Senate, in the same way that the State Superintendent and the Regents are at present elected. Of the ten men thus elected, the time of office of two was

to terminate at the end of one year, two at the end of two years, two at the end of three years, two at the end of four years, and two at the end of five years; and after this rotation the term of office would be five years, two going out, and two being elected each year by the joint ballot of the legislature. By this plan it is possible to completely change the board in five years if desired, an event which we may hope would not occur. The Governor, Lieutenant Governor and Secretary of State were to be added as ex-officio members. This board was to appoint the State Superintendent, who was to hold his office for three years, as also his deputies on the nomination of the superintendent. This board to have all the powers and duties that now devolve on the State Superintendent, and the Board of Regents. Such a board seems to us to combine all the elements requisite for a good supervisory head, and in a harmonious and acceptable way to unite our present force.

[TO BE CONTINUED.]

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

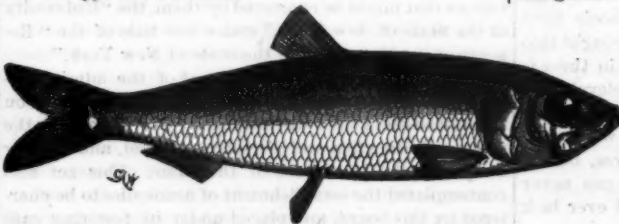
### THE HERRING.

*Articles for Illustration.*—A chart showing the comparative size of fishes, a good picture of the herring, or better, a fresh herring and a cured one.

#### INTRODUCTION.

Gain the interest of the class by pleasant reference to the objects before them. Question on what they know of fishes—where they see them—on their uses. Elicit that fishes vary in size also in shape. Some are covered with scales as the salmon and the herring; others covered with a smooth bright skin as the eel; others covered with a shell and hence called shell-fish, as the crab, oyster and mussel.

Our lesson will tell us about a fish that is covered with little scales. It is called the *herring*. Do you know where the herring lives? Do you see herrings in the river or ponds? [The teacher should mention any river or lake in the neighborhood and known to the class.] Can you tell me why the herring does not live in the river or lake? Who has tasted sea-water? How did it taste? The herring lives in the sea—in salt water. It could not live in the fresh-river water as some fishes do. What does the herring do in the sea? A great number of them swim about together in the water and we say they live in shoals. What is a shoal of herrings? What do we call a number of birds? What do we say when there are a large number of sheep together? Of cows? (A herd.) What does the herring eat? It eats tiny fishes and the eggs of other fishes.



#### DESCRIPTION.

Show picture of the herring or a real one. Now, children, tell me the size of this herring. [The teacher might compare size with a slate or ruler, then say herrings are about ten or twelve inches long.]

Show and describe the body, tapering towards both head and tail; thickest and broadest at the shoulder. The head pointed; the mouth with the lower jaw larger and further out than the upper one; the large round eyes without eyelids, but, instead of them, a clear piece of skin through which the herring can see. What do we call things that we can see through? Name some transparent things. Are our eyelids transparent? Why does the herring need a transparent skin over its eyes? Yes, because it lives in the water and wants to see. What are these behind the eyes? Yes, these are the gills. Can you tell me the use of them? The herring breathes by means of the gills, and this fringe keeps the water out. [Explain how the gills strain the water as it passes through them, and so the herring gets the air for breathing.] Where are the gills? How many are there? The herring cannot live out of the water because its gills would get dry, and then it could not breathe. What is its body covered with? It is covered with

many tiny pieces called scales, which are thin and light, and lie over each other as feathers do on a bird. How can we get these scales off? If we rub them from the head to the tail, they press closer together, but if we rub them upwards, they easily fall off. What color is the herring? (It is like silver, but its back is dark green.) What are these? They are fins. Let us count how many the herring has. One, two, three, four, five.



What use are the fins? They are useful, because they help the fish to swim. What else helps the herring to swim? Look at its tail; what can you tell me about it? (It is nearly in two parts.) Yes, or we might say it was forked. It moves very easily from side to side, and thus the herring uses its tail for swimming, and for guiding it in the right direction. [Teacher illustrate this.]

#### MODE OF CAPTURE.

Men who catch herrings know that at midsummer—in July or August—when little boys and girls are having their long holidays, shoals of herrings will come near the land to lay their eggs where the water is not very deep. The fishermen watch for them. They let down large nets into the sea, and the herrings are thus caught in thousands when the nets are drawn up. Birds called sea-fowls also catch them. They follow a shoal of herrings for miles, and keep darting down into the water and catching a herring in their beaks.

#### USES.

What use is the herring? We use it for food. In the summer we eat them fresh, or just after they have been caught. (Teacher shows a fresh herring.) In the winter they leave our shores for the deep sea, and then we buy herrings like this. (Showing a cured one.) What has been done to the herring? It has been cured or smoked, so that it may keep good all through the winter. Some herrings are salted to keep them sweet and good.

#### SUMMARY.

The herrings live in the sea. They are found many together in shoals. The herring eats tiny fishes and eggs of fish. Its eyes are covered with a clear skin. It breathes by means of its gills. Its five fins and its tail help it to swim. The herring is caught by fishermen, by sea-fowl, and by other fish. It is eaten fresh or cured.

#### A DEVICE IN HISTORY.

I went to a paper-mill and bought five sheets of heavy paper, red, blue, and green, which I had cut into cards 4x6, and on which I wrote questions. I teach eclectic history, and divide it into lessons of ten sections each. The colors are mixed, and one card a week is given to each member of the class. We keep one set (ten cards) and number them thus at the top of the cards used: for the first week is the number I., for the second week II., etc.

I have five questions on each card, one for each day of the week, numbered 1, 2, 3, 4, 5. For example:

#### VII.

1. Tell about the siege of Yorktown and the surrender of Cornwallis.
2. Who was president of the constitutional convention.
3. Name the first president and his cabinet, with their respective places.
4. Describe the two political parties mentioned in this lesson.
5. What were the alien and sedition laws.

I call my class up on Monday, and give each one of them a card, the number at the top of the card corresponding to the day of the week.



sponding with the number of the week of school. Because it is Monday, each one answers questions No. 1—all the questions being different. If it be Tuesday, each one answers No. 2.

R. BENTLY RAY.

### MODIFIED GRUBE TABLE.

The statements included in any given table of results attained by Grube in his "measurement" of one number by another furnish repetitions, as  $1 + 1 + 1 = 3$ ,  $3 \times 1 = 3$ . There are but seven facts to be ascertained regarding the various relations of a given number to another greater number. They are indicated by the following questions:

$$a + ? = b.$$

How many a's plus what other number = b?

$$b - a = ?$$

$$b \div a = ?$$

a = what part of b?

b is how much greater than a?

a is how many less than b?

The answers to these questions result in tables like the following:

$1 + 4 = 5.$	$2 + 3 = 5.$
$5 \times 1 = 5.$	$2 \times 2 + 1 = 5.$
$5 - 1 = 4.$	$5 - 2 = 3.$
$5 \div 1 = 5.$	$5 \div 2 = 2\frac{1}{2}.$
$1 = \frac{1}{5}$ of 5.	$2 = \frac{2}{5}$ of 5.
$5 = 4$ more than 1.	$5 = 3$ more than 2.
$1 = 4$ less than 5.	$2 = 3$ less than 5.

E. E. K.

### PRIMARY ARITHMETIC.

OBJECT.—To teach writing numbers consisting of more than one order.

DEVICE.—Place in one pile a number of small pieces of cardboard; in another, a number of groups of ten pieces strung on white thread; in another groups of ten of the latter strung together on black thread; in another groups of ten of the last groups strung together with red thread. Drive a group of nine carpet tacks into the wall; to the left of this, another group; then, another; and so on. Over these groups of tacks, beginning at the left, with units, tens, etc. Then teach the pupil that one of the first pile is a unit; that a group from the second pile is a ten; that a group from the third pile is a hundred; and so on. Then require him to hang from the tacks any number of pieces—say 8765. He suspends 5 units from 5 of the first group of tacks, 6 tens from the second, 7 hundreds from the third, and 8 thousands from the fourth. Ask for the whole number of units (8765), of tens (876), of hundreds (87), and of thousands (8). Then write the number with figures thus: 8 7 6 5. Ask again for the number of units, tens, etc.

CLARENCE EDWARDS, A. M.

### OBSERVATION LESSON.

Look at the window, children. What is it for?

How does the air get in?

Why do we need the air?

How does the light get in?

Why do we need the light?

Why not take the panes of glass out of the window?

Why not have boards instead of glass to keep the cold out?

What is the wooden part all around the window called?

What is the wooden part in which the panes of glass are set, called?

Why are the sashes made to slide up and down?

What holds them from falling when they are up?

No. 48.

### A READING LESSON.

Object of pupils—to get thought; object of teacher—to train pupils to read thoughtfully, naturally, and accurately.

I. PREPARATION BY TEACHER:—1. Reading the lesson for the day, noting new and difficult words, phrases and constructions. 2. Writing new words on boards with diacritical marks. 3. Writing on board sentences containing new expressions, or words whose meaning can be more easily comprehended in connection with the context. 4. Deciding on objects, actions, pictures, stories, or description with which to introduce new words and expressions.

II. INTRODUCTORY LESSON (in forenoon).—1. Develop new words and expressions, point to their written forms

on board, and drill on pronunciation. 2. If necessary arouse an interest in subject of lesson to be read. 3. Reading from books. 4. Test pupils' comprehension of facts by questions, and by requiring them to show the meaning of what they have read by synonymous expressions, by drawing, etc.

III. BUSY-WORK FOR PUPILS.—1. Practice reading. 2. Copy words and sentences from board. 3. Practice spelling. 4. Learn definitions, or use new words in original written sentences.

IV. FINAL LESSON (in afternoon).—1. Examine slate-work with regard to writing, spelling, punctuation, etc. 2. Reading, with particular attention to expression, same lesson as in forenoon. 3. Language and spelling exercises:—(a) Pupils write from dictation words and sentences previously copied; (b) write words from dictation, and give orally, their definitions or sentences containing them; (c) supply missing words in sentences on board, or substitute words learned for simpler expressions; (d) pupils give oral or written answers to questions on lesson; (e) more advanced pupils write abstract, and reproduce the story orally, or in writing.

W. D. MACKENZIE.

### FIRST LESSON ON REVOLUTION OF EARTH ON ITS AXIS.

DEVELOPMENT.—Take an orange and pass a knitting-needle through it, and put one end of the knitting-needle in a cushion, so that it stands upright. Place a lighted candle on one side of the orange; and darken the room.

Which side of the orange is in the light?

The side towards the candle.

Which side is in shadow?

The side away from the candle.

If I do not move the orange, will the side now in shadow ever be in the light? Will the side now in the light ever be in shadow?

No, sir.

But if I turn the orange around the needle, what happens?

The sides will come first into the light and then into the shade.

It is just so with the earth upon which we live.

Then question.—What does the earth represent? The knitting-needle? The candle? If the earth stood still, what would be the result? But the earth rotates, so that every part of the earth is brought into the light of the sun during some part of the twenty-four hours.

When do we have day?

When the side of the earth upon which we live is turned to the sun.

When do we have night?

When the side of the earth upon which we live is turned away from the sun.

W. WOODER.

### LESSONS IN CIVICS.

OBJECT.—To present the important subject of Civil Government in such a way as will interest both pupils and parents.

METHOD.—(1) Ask children to enlist their parents in the scheme. They will thus secure the aid of, and, at the same time, interest adult citizens in their patriotic inquiries. (2) The studies should be conducted by the use of questions carefully prepared by the teacher. A certain number of these should be presented to the scholars every other day. (3) A small blank-book, of the cheapest character, or sheet of note paper, may be used by the scholars in recording and answering questions. The questions should be placed far enough apart to permit the writing of their respective answers underneath. (4) The questions thus written are to be answered by the scholar to the best of his ability, the necessary information to be obtained in any way which may suggest itself to the pupil, including the aid of parents and friends, but no assistance to be rendered by the teacher. (5) The sheets with the questions and answers are to be returned to the teacher the day following that on which they are given to the scholars. (6) The teacher, at the proper time, will read aloud all of the answers to question No. 1, express his approval of the pains taken in each case (however imperfect the result), indicate those which are correct, point out the mistakes in those not correct, make such other passing remarks as may seem proper, and finally, in a succinct and simple form, give in his own language the correct answer. (7) As a means of interesting the entire school, patriotic selections may be occasionally read by the teacher, and at suitable times all may unite in the singing of national songs.

BAILIE HAZARD.

### A LESSON IN NUMBER.

GIVEN BY MISS IDA COE, BEFORE THE BROOKLYN PRIMARY TEACHERS' ASSOCIATION.

Each child was presented with four splints and told to clasp them in his hands. When the distribution was completed Miss Coe requested each with a "Will you please?" to hold up one stick.

T. How many sticks are you holding up?

P. One stick.

T. How many marks have I made on the board?

P. One mark.

T. What is the name of this? (making the figure 1.)

P. One.

T. You may pick up another stick and put it with the one you have. How many sticks?

P. Two sticks.

T. How many marks have I made now?

P. Two marks.

T. What is the name of this? (Making the figure 2.)

P. Two.

T. Put another stick with the two that you have. How many now?

P. Three sticks.

T. Who will tell me the whole story.

P. I am holding up three sticks.

T. How many marks have I made now?

P. Three marks.

T. Tell me all.

P. You made three marks.

T. What is the name of this? (3.)

P. That is three.

T. Put another stick with the three. How many?

P. Four sticks.

T. How many marks do I make?

P. Four marks.

T. What is the name of this figure?

P. That's four.

T. Lay your four sticks in a row on the desk. How many ones do you see? How many ones make four? Put them in twos. How many twos make four? Put three together. Can you find more than one three in four? One three and how many make four? Take two sticks in your right hand and one in your left hand, tell me about your sticks, Irwin.

Irwin. I have one stick in my right hand, and two sticks in my left hand.

T. Class, is that the way I asked Irwin to take his sticks?

Class. No, ma'am.

T. Henry, you may tell me about your sticks.

Henry. I have two sticks in my right hand, and one in my left hand.

T. That's nice. How many have you altogether.

H. I am holding up three sticks.

Darkness now put an end to the pleasant proceedings, and Miss Egan's bright little men, apparently not fatigued in the least, were sent home. The reporter of this meeting was almost as well entertained on the way home as at the meeting, having the good fortune to board a car in which several of the ladies sat discussing the model work of Branch No 13.

"That is certainly the right way to teach," said one; "but how can I spend time developing the children's mind, when I have to take my babies all through the chart, the primer, and the first reader?"

"Of course you can't! indignantly exclaimed a sprightly little brunette. "All you can do is to fill their ears with it, and let them read by rote. I caught one of my demoiselles reading from a blank fly-leaf the other day. She read with unusually good expression and I thought her performance needed looking into."

"How much more liberty some of us Brooklyn teachers enjoy than others," remarked a tall and pensive blonde. "My principal troubles me very little. He says we are geese if we don't work for the superintendent's examination; and as long as that goes well he is pleased."

"Better that, than to insist upon your pursuing a line of thought diametrically opposite from that required by the superintendents," jerked out the small brunette. "How in the world can I travel east and west at the same time, I'd like to know? Why don't they tell us to follow nature and let us do it, or else tell us to administer the stocks and the straight jacket, and let us do it?"

### COMPOSITION—BIRD.

1. Plumage.

2. Parts.

3. Weight (bones hollow).

4. Home.

5. Food.

6. Kinds.

7. Use.



## WORK FOR LITTLE HANDS.

By C. C.

## SLAT-INTERLACING.—(Continued.)

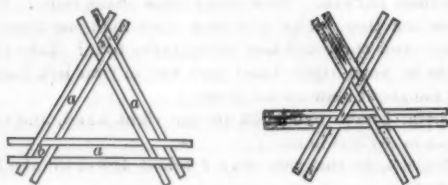
After giving the children the work with eight slats in which the square and oblong forms appear, six slats may be presented. Now the work is more difficult as the forms are triangular. Let them be placed neatly on the desk before the work is begun. Taking two slats in each hand direct the children to hold them firmly at one end, and interlace the ends that are free. Thus:



Weaving in the two remaining slats through the other ends, we have a form that contains an equilateral-triangle; three boat forms, (a) and three rhombs, or diamonds (b). Use these for lessons in form.

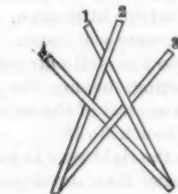


Repeat this form for the next exercise and move the inner slats as near the outer ones as possible. Again repeating the first form, move all as near to the center as possible. These two forms are opposites. Thus:

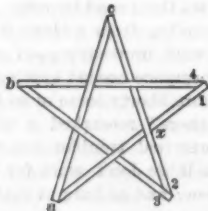


The same geometric forms appear in each. Let the children find them.

A series of stars may be the next work taken up with the slats, beginning with four. Direct the children to take two slats in each hand, holding them firmly at one end and interlacing the ends that are free. Thus:

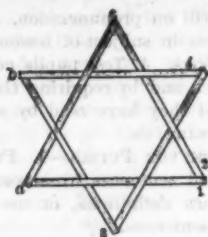


Move the ends 1 and 2 together to make a point, then weave in another slat from 3 to 4, thus making two more points:



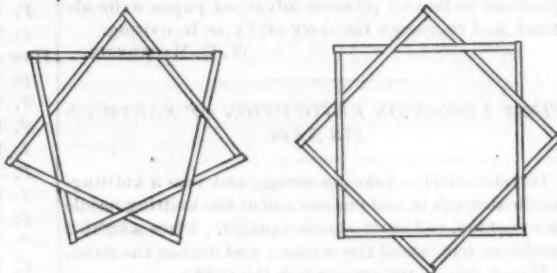
The five-pointed star is an object that may be used for many interesting lessons. A familiar talk with the children about the stars in the heavens would add interest to the form. Lead the children to notice and count the corners of the even five-sided form in the center and the five triangles in the points, etc.

Next in order the six-pointed star. Direct the children to repeat the five-pointed star, and when it is done lay it on the table. Place the left hand over the points, a, b, c, to keep them in place, open the star at a, moving the slats 1 and 2 together to make a new point. Now weave in another slat from 3 to 4, thus making two more points:



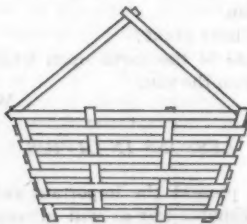
If possible lead the children to see the relation between the equilateral triangle and the hexagon, or six-sided form, as the children will call it. Give the children sticks to make a six-sided form and divide it up into six even-sided triangles.

The seven and eight-pointed stars are made in the same way, by opening out the star where two slats cross and weaving in another slat to form the additional point.



Let the teacher lead the children to talk about the forms they make. The eight-pointed star would be likely to suggest a picture-frame to the child. Let the children use it as such and frame pictures for the room. The slat-interlacing is not limited to the representation of geometric forms. The more life that can be brought into each lesson the better for the child. Suggest objects that the children may try to represent. A basket would perhaps be the most natural object as the children have really been doing the work of the basket-maker. Tell the children how the blind people do the work so well.

They will be interested to know how the Indians weave and sell their baskets. Using four slats as up-rights, direct the children to weave in as many slats as possible from right to left. Let the teacher cut off the ends on either side, leaving the basket form. Give each child two extra slats to form the handle. Thus:



It will be a nice little play for the children to "make believe" their baskets are filled with fruit and flowers. Let them swing their baskets singing:

"We the slender twigs are taking,  
Let us try the basket-making;  
From the lovely rosey bowers,  
We will fill them with sweet flowers.  
To our parents now we'll bring them,  
And a pretty song we'll sing them.  
Tra la-la-la. Tra la-la-la. Look here, papa!  
Tra la-la-la. Tra la-la-la. Look here, Mama!"

The children may make a basket of their hands—interlacing their fingers and making a handle of their thumbs. Thus nature provides material for this natural disposition of a child to weave. If the work is given the child in a proper way it will do much toward developing his faculties and fitting him for future work.

C. C.

Work with tablets will be the subject of the next paper.

In teaching fractions a teacher took an orange to impress upon their minds the conception that one was a unit. The rind was cut by a penknife into five parts, and each part taken off separately and the relation of pieces taken off to those remaining was fully explained. The teacher held the rindless orange in one hand and the rind in the other, and asked the class what she had in her right hand. A bright lad thoughtlessly answered, "The skin of a unit."

## BOOK KEEPING.

## PART II.

By WM. M. GIFFIN, A. M., Newark, N. J.

In Part II. we showed how to keep the cash account when two pages are used. It is often a better plan to keep both the *Dr.* and *Cr.* account on one page. The slips may be used as in Part I.; and here I desire to make a strong point of using the children's names in all this work; as the interest is tenfold as great when this is done.

If the account is kept on one page the cash book looks as follows:

	CASH.	Dr.	Cr.
1886.			
Jan. 1.	To amount on hand,	15 00	
" 1.	To rec'd for dress,	15 00	
" 2.	" " muff,	12 00	
" 3.	By paid for insurance,		3 00
" 3.	To rec'd for hat,	8 00	
" 4.	By paid for gas bill,		2 00
" 4.	To rec'd for feathers,	2 00	
" 5.	" of May Holbrook, on acct,	5 00	
" 5.	By paid for rent,		10 00
" 6.	To rec'd of M. Ayres to bal. acct,	10 00	
" 8.	By paid for clerk hire,		2 00
" 8.	To rec'd for collars,	2 00	
" 9.	" cuffs,	1 00	
" 9.	(Balance on hand),		45 00
		70 00	70 00

Again, men or women who do a small business, or who may desire to keep a little account with only one or two individuals, keep it in the same manner as the above cash account is kept with this difference, the individual's name is written in place of the word CASH as shown below. Notice that all the items obtained by Emma on April first are written at the left of the first double red line and only the sum of the items is placed in the *Dr.* column. That is, on April first Emma had goods to the amount of \$4.60. On April fifth to the amount of \$2.50, and on April eighth she bought only one item, hence the \$1 is written at once in *Dr.* column. Notice also that on the eighth of April Emma pays \$5 cash on account, and for this reason I strike a balance as it is called; and begin over again as shown below. On the seventeenth of April the whole account is settled and the book is once more balanced and is now ready to begin anew. This form is used by lawyers, farmers, doctors, and private individuals. In a large business it would not be at all practical. In Part III. we will take up the Day Book and Ledger.

	EMMA BUSHLER.	Dr.	Cr.
1875.			
April 1.	To 4 lbs. butter at 25 cts.	\$1 00	
" 1.	" 4 doz. eggs at 15 cts.	60	
" 1.	" 10 lbs. honey at 30 cts.	3 00	4 60
" 5.	" 3 bu. of potatoes at 75 cts.	1 50	
" 8.	" 1 chicken, 5 lbs. at 50 cts.	1 00	2 50
" 8.	" 5 doz. eggs at 20 cts.		1 00
" 8.	By cash on account,		5 00
" 8.	By balance,		3 10
		8 10	8 10
" 9.	To balance,	3 10	
" 9.	" 10 lbs. butter at 40 cts.	4 00	
" 12.	" 1 bu. potatoes at 75 cts.	75	
" 17.	By balance on account,		7 85
		7 85	7 85

## A DEVICE FOR TEACHING MORALITY.

At first I selected stories from newspapers for my grammar room, cut them into parts and numbered them, then distributed the slips through the class, and called up the numbers 1, 2, 3, etc. Each pupil became deeply interested, and in fact the class below turned in their seats and gave the strictest attention. After reading one or two of my selections, I asked the class to bring any good pieces. They quickly responded, and now we have stories of travel, of geography, of manufacturing, of morality, and about all kinds. Sometimes I reject a piece, and try to give some good reason, but always ask the pupil to bring another. I have before me a piece for to-morrow which was passed in to-day. It is on temperance and reformation, and I feel confident that I can teach a good moral lesson from it.

GEORGE M. CLOUGH.

## GAMES FOR THE SCHOOL-ROOM.

## PERSONAL DESCRIPTION.

The following is a good exercise in composition: Teachers will require each pupil to write a description of some scholar in the school. Then have the description read, omitting the name, and have the school or class guess the person described. The following outline may be suggested:

1. *General.* Age, height—tall, short, or medium; body—stout, slender, thin, spare, corpulent.
2. *Complexion.* Dark, brunette, blonde, light, fair; color of eyes, hair, cheeks, etc.
3. *Features.* Forehead—high, low, etc.; nose—large,



small, Roman, Grecian; eyes—large, small, dull, expressive; mouth, lips, teeth, ears, etc.

4. Dress. Material, color, style, etc.

5. If pupils are capable, they may give prominent characteristics—industrious, neat, careless, idle, generous, good-natured, honest, impulsive, shy, etc.

#### WHAT WOULD YOU LIKE TO BE?

This game may be used by little ones, and will test their familiarity with the habits of animals. One says: "I should like to be a squirrel and live in the woods." Another says: "I should not like to be a squirrel and live in the woods; I should like to be a horse and live in a stable." The third continues: "I should not like to be a horse and live in a stable; I should like to be a beaver and live in a dam."

After their mode of living has gone around the class change to the characteristics of animals; for example, "I should like to be a lamb with a coat of wool." Another says: "I should not like to be a lamb with a coat of wool; I should like to be an elephant with ivory tusks," and so on. Other facts are brought out—what they eat, and their manner of defending themselves. Longer statements may be made, combining the above description in one statement.

#### CENTO VERSES.

Each player writes a line of poetry, conceals it by folding down his paper, and passes it for his neighbor to add a line which shall rhyme with it. The third player starts anew, and writes down any line that comes to his mind, and the next in turn finds a line to rhyme with it. The stanzas formed thus are amusing; it is a good exercise in recalling quotations.

Original rhymes may also be written.

Stanzas may also be given out with final word of each line to be supplied by the pupils.

Another plan is to give rhyming words which the players are to fit at the ends of original lines.

#### THE SCIENCE OF PSYCHOLOGY.

BY NICHOLAS MURRAY BUTLER, Ph.D., OF COLUMBIA COLLEGE, N. Y.

#### LECTURE I.

One of the most difficult and taboed of psychological subjects is consciousness, one avoided by so many philosophers that if we take up a dozen books at random on modern psychology we shall not find ten pages on consciousness. It seems to be darker, more difficult to explain, than twenty years ago. This fact may be a portent of some development in the future unsuspected.

The word is difficult to define. Many have made attempts which do not hold, so that we are walking about in a circle, trying to define the known in terms of the unknown. Now in logic a certain class of terms are discerned which cannot be defined because they are elements. An element cannot be decomposed. So when we reach the lowest terms—as in case of consciousness—the element can be described but cannot be defined.

One author has an apology for a definition: "Consciousness is a knowledge of what is passing within us and is the distinctive attribute of mind or self." This will do provisionally with a question point after the first clause. There are many things passing in our minds all the time of which we are not conscious. There is a general uncertainty in the mind of men as to the meaning of the word consciousness. Down to the end of the fifteenth century no such word was ever used, nor was there any word in any language then spoken to correspond to what our word consciousness means. At the end of the sixteenth century in Latin writings which are still preserved we find the word *conscientia* used to explain what we now explain by the word conscience. In early English we find the term *conscientia* meaning conscience, a word having a definite moral sense, a knowledge of Good and Evil, and so used until Descartes. We find Latin aphorisms about the certainty of *conscientia*, in the moral sense. The terms conscience and consciousness seem to have been analogous in those days. In the French, Spanish, and Italian, the same word is used to express our conscience and consciousness. The word consciousness in our present sense had its birth about 1640. In the German language there are two distinct expressions as there are in English.

Aristotle—and especially Plato, who wrote about every phase of mental energy recognized before or since—teaches that the senses have the power to know that

with which they are in contact. That is the eyes have the power to know what they see when they do see; the ears have the power to know what they hear; the fingers have the power to know what they touch, assisted by the eye, when they touch anything. That was consciousness of the senses. The Greek language had no word to express this power in any way. It was the third century before Christ before the Athenians ever had a word to represent consciousness.

There is only one philosopher in this century who has been brave enough to attack the subject of consciousness. This was Sir William Hamilton, successor to Reid and Stewart in the Scotch school. He has given perhaps the best of the definitions of consciousness. He said, "Consciousness is the recognition by the thinking subject of its own acts and affections." In other words when we know a thing we know and feel that we do know it; when we see a thing we know we see it; when we feel a thing we know we feel it. Herbert's is scientifically the best. He said, "Consciousness is the condition of all actual or possible knowledge, and is the invisible accompaniment of every act of man."

If a physical act takes place, it is preceded by an external material impulse. The physical effect of an external act is motion, and the physical effect of an internal act is consciousness. Is consciousness the same thing as mental activity, and is mental activity identical with consciousness? If so, it would be the same as knowledge; but knowledge is real or it is potential, and if potential, the question is whether consciousness is involved. Many of the most learned philosophers of the olden time and even of our own, believe that consciousness and mental activity are one. I believe however that there is weighty evidence against that view. We cannot know anything that is going on around us until we come into the full feeling of our own consciousness? Until facts come into the active realization your own minds are not conscious of them.

Although we cannot define we can describe phenomena and secure the conditions. Now these conditions are all the information we can get. Sir William Hamilton has arranged them under five heads:

#### 1. Consciousness is actual, not potential knowledge.

We all know that  $10 + 5$  equals 15, yet we are not all the time thinking of that mathematical fact, not always conscious. It is a part of our store of knowledge that may be called into consciousness at any instant, but it is not a fact of which we are at all times conscious. Consciousness refers not to that of which we are or have been aware, but that which our minds are actively engaged upon at a given moment.

#### 2. Consciousness is immediate and not mediate.

Many say that immediate knowledge is no knowledge at all, only inference. The gas light before us, for example, is immediate, that gas light remembered is mediate. Consciousness is that knowledge of the mind which fixes itself upon that matter of knowledge which is immediately before it. Events which our memory may recall as having occurred in the past are matters of mediate knowledge and do not constitute consciousness. Thomas Hobbes made a wise remark when he said that if he knew something, and knew that something all the time, it was about the same as if he did not know anything. If you never get away from an idea or thing you will never know anything.

#### 3. The third condition of consciousness is discrimination. With discrimination knowledge begins.

#### 4. Consciousness involves judgment.

This is almost universally admitted. Discrimination is to judgment what sensation is to perception. In fact judgment is practically the act of discrimination.

5. The fifth and last condition of consciousness is memory. Perhaps there has been good ground for these disputes. If you have a consciousness of anything, you must have memory involved to recall to your mind or consciousness what the matter before you is. When you receive your first impression in life of a certain thing, say for instance, a gas light, you have no knowledge what it is or what it is for. Yet your mind pigeon holes—to use a figurative expression—in the recess of the memory, and when again you have the consciousness of seeing a gas light, that consciousness recalls the first impression which has been stored away in the pigeon hole of the mind. Hence judgment and memory are both involved. Some think consciousness and knowledge ought to be identical. They would be in childhood with no previous experience. But acts become organized, and a part of our organization. The whole nature is not required to work after the different parts have been assigned their duty.

Consciousness is the condition of all knowledge.

#### AN EDUCATION—HOW?

Gen. T. J. Morgan of Rhode Island, in an article in *Education* on "Causing to Learn," says:

"The child must be brought face to face with things: there is no possible way, from the very nature of the human constitution, whereby he can have definite ideas of color except by sight; of odors, except by smell. Each sense must be the medium through which the soul is brought into direct relation with those qualities of matter to which it, and it alone, is adjusted. If the pupil is to know the qualities of things, he must be brought into vital contact with them. It is not true that one can have no knowledge except that which is intuitive, but it is true that the basis of all knowledge of material things is in sense perception. The fundamental data of knowledge, what Pestalozzi calls 'mother ideas,' are those primal notions of things that come to us through the senses. The child must be put into right relationship with nature, and his knowledge of distance, direction, plants, animals, minerals, industries, commerce, political economy and history must rest upon personal observation. Physiology cannot be successfully taught without the skeleton, nor physics and chemistry outside of the laboratory. Words should come after ideas; the child should learn things before he learns about things; he should derive all his ideas of number by counting, combining, separating, dividing, weighing, and measuring things; he should not be taught to read until he has ideas and thoughts, and can embody them in sentences of his own structure. Books should supplement, and not precede, oral instruction. Facts should precede principles, processes come before rules. Grammar and rhetoric should always follow practical language; literature should comprise the reading of the authors, and not merely reading about them; foreign languages should be learned by use, and not from grammar. Geography should, as far as possible, be learned from travel, and psychology from introspection.

"This great law of nature—the imperative necessity of knowledge at first hand—has been repeated by all the great reformers in educational methods, by Montaigne, Rousseau, Locke, Comenius, Pestalozzi, and Froebel, and is so patent as to command at once the assent of every thoughtful mind; and yet it is ruthlessly violated every day, nearly everywhere, and, I might almost say, by nearly everybody. And nature avenges herself by blinding the teachers who do it, and by stupefying the minds of their victims. The school, which should be a seminary, a place of seed-sowing, becomes a charnel house—the burial-place of fond hopes and youthful aspirations.

"The meagre results that often issue from long years of schooling, the vast number of pupils that drop out of the lower grades, the few that find their way to college, the spirit of indifference to learning that pervades so many educational institutions, the oft-repeated criticism of the public school system for its lack of practical results, the widespread agitation in favor of industrial training, and the bitter complaint of many distinguished men as to how they were educated, all point to a real defect in our system of education. It is the part of wisdom to locate the evil, if possible, and then to remove it.

"None, perhaps, will be bold enough to deny that the evil consists, in part at least, in the too prevalent habit of substituting words for things, books for nature; and that the remedy for this form of the evil is to be found in relegating the text-book to its proper place; in emancipating the pupil from bondage to the latter, and in restoring to him the freedom of intercourse with nature, either directly or by means of cabinets and laboratories."

If this is not a strong argument for an education by doing, we do not know what it is. The General clearly points out that "the work of the teacher is to stimulate the pupil to use his senses." All must admit that it is not the eye that must be made sharp, or the ear keen, but that by means of a sharp eye, a keen ear, and well trained senses, the mind is to be educated. Education is a process of training the mind by and through the senses, and since all we know has been received through the senses, all that the mind knows must be communicated by the same media. Edison recently said that all his great inventions had been brought to perfection by means of doing. In his opinion the one great obstacle in the way of human progress all down the track of ages has been a thinking without doing.

"Labor is life—'tis the still water faileth."

NOTE.—An abstract of a lecture delivered by the Brooklyn Teachers' Association.



## PERSONS AND FACTS.

PROF. C. M. WOODWARD, of the manual training school, of Washington University, St. Louis, Mo., will lecture on "Manual Training in American Education," and "The Functions of an American University," at De Funiak Springs, Fla., during the session of the teachers' normal institute.

A wealthy lady of London who recently died left \$500 to a poor clergyman and \$50,000 to a Home for Dogs.

The same gentleman who gave 5,000 bright new sixpences to the poor children of the workhouses and hospitals in London in 1883, and 8,000 in 1884 and 1886, has sent them 9,000 this year.

Says *Harpers Weekly*, speaking of Bishop Stevens: "Not long ago he was on the beach at Old Point Comfort in a broad-brimmed hat and a hooked walking-stick, and a little girl asked her mother if Bishop Stevens was the Good Shepherd."

Professor Baird says that as a fish has no maturity there is nothing to prevent it from living indefinitely and growing continually. He cites in proof a pike living in Russia whose age dated back to the fifteenth century. In the Royal Aquarium at St. Petersburg there are fish that have been there 140 years.

If a box six feet deep were filled with sea water and allowed to evaporate under the sun there would be two inches of salt left on the bottom. Taking the average depth of the ocean to be three miles, there would be a layer of pure salt 230 feet thick on the bottom of the Atlantic.

There will be no leap year between 1896 and 1904. The ordinary test of division by four would make 1900 a leap year, since no remainder would be left, but in revising the calendar Pope Gregory XIII. found that it would be necessary to count as leap years only those centennial years which would be divisible by 400 without remainder.

A school of technology is soon to be established in Atlanta, Ga. The state has appropriated \$65,000 and the city of Atlanta \$70,000 for the purpose.

In Topeka, the capital of Kansas, there is no open school.

In 1872 the population of Washington was 141,000, and the estimated population on July 1st last was 205,000. The increase was 64,000, or 45 per cent.

Between forty and fifty new buildings will be constructed this winter at Bar Harbor, Me. Many of them are already well under way.

The Hoosac Tunnel has been finally sold, the Fitchburg Railroad being the purchaser, the sum paid being \$10,000,000.

The joint Library Committee of Congress has purchased Halsell's painting, "The First Battle of the Iron Clads," which has been on exhibition at the Capitol for some time, for \$5,000 cash.

It is estimated that over 1,800 locomotives were built in the United States during the past year. They cost about \$15,000,000.

Miss Lucy Stanley, who lives and owns considerable property near Evansville, Ind., is said to have been proclaimed Queen of the Gypsies of this country *vice* her sister, who died.

The Superior Court in Cincinnati has rendered a decision affirming the constitutionality of the Dow liquor law, and declaring that it applies to wholesale dealers.

## THINGS OF TO-DAY.

Henry M. Stanley, the African explorer, has arrived at Zanzibar.

The elections in Germany have resulted in a decided majority for the government.

The committee on constitutional amendments of the Connecticut legislature has reported favorably a prohibitory amendment.

The elections in Canada have given a conservative majority.

Senator John Sherman has resigned his position as president of the U. S. Senate.

The "Wild West Show," which has attracted thousands of people in New York, has closed, and the troop are about to depart for Europe.

The Hebrew Dramatic Club gave an entertainment January 18 at a theatre in London. Some one in the gallery, doubtless for a joke, shouted fire. The gas was turned off, and a panic ensued. Seventeen persons were trampled to death, and many more were injured.

Evictions continue in Ireland, especially in Glenbeigh.

Dispatches from Brisbane, the capital of Queensland, state that the colony has been swept by a fearful cyclone, accompanied by an extraordinary rainfall, with disastrous floods.

A fearful earthquake has occurred in southern France and Italy. More than 300 persons are reported as having been killed by falling buildings.

A. T. Stewart's famous collection of paintings have been placed on exhibition, and will be sold. Among them are the original painting of the "Horse Fair," by Rosa Bonheur, and "1809" by Meissonier.

The president's veto of the pension bills has been sustained by the House of Representatives.

The Hoosac tunnel has been sold by the state of Massachusetts to the Fitchburg Railroad Co. for \$10,000,000 in stocks and bonds. It cost about \$20,000,000.

The case against ex-Alderman Cleary has been postponed till the 28th of this month.

The river and harbor bill has passed the U. S. Senate. It appropriates large sums of money for this purpose.

George Bancroft, the historian, is reported dangerously ill.

James De Forest, a brakeman on a Pennsylvania railroad, has fallen heir to a large fortune in Europe.

The peculiar purifying and building up powers of Hood's Sarsaparilla make it the very best medicine to take at this season.

## EDUCATIONAL NOTES.

## CALIFORNIA.

The text-book question of California has been one of considerable solicitude on the part of zealous educators, but now promises to become a settled affair for good or for evil.

Some two years ago a constitutional amendment was adopted placing the text-book question in the hands of the state. The state board of education was to prepare, or cause to be prepared, a set of books for use in the public schools. As time was necessary to prepare them, the books are just now coming into use. The first and third readers and the speller are now ready, and are gradually supplanting the old books as fast as publishers' contracts expire. The state books will, from the first, be much cheaper than any heretofore in use, while it is hoped that a further reduction will be made. The printing is done by the state printing office, and as a large addition was necessarily made to the "plant" then in use, the additional cost has been made a percentage of the prices of the books for the next dozen years. Bids are now asked for the preparation of a United States history, the bidder to submit two specimen chapters and a table of contents, the board, of course, reserving the right to reject any unfavorable bid.

The question as to how the books should be furnished to pupils (there is to be no profit to dealers) was a problem for sometime, but it is finally solved. A "revolving fund," created by the county board of supervisors, setting apart the necessary funds, is placed at the disposal of the county superintendent. When any books are wanted in his county, he sends the order to the state superintendent, accompanying the order with the necessary money, when the state superintendent makes a requisition on the state printer for the books. The books are sent to the county superintendent, who distributes the books, collects the money, and deposits it again in the treasury, to be placed in the revolving fund. By this plan, if any loss occurs it must fall on the county, not the state.

C. M.

## MASSACHUSETTS.

The report of Supt. Davis shows that the Somerville schools were never in a more prosperous condition than now. The corps of teachers is an admirable one, and they are fully alive to the requirements of the six thousand children under their charge.

## MINNESOTA.

Gen. John B. Ogden, spent a week examining the St. Cloud Normal School, and says of it in a letter:

"One of the peculiar features of this school, as the course indicates, is the great prominence given the study of psychology, or the doctrines of the human soul, as revealed by phenomena. This subject constitutes the great central feature of the 'professional course' of study and practice. All its theories, and all its methods, arise from the conditions involved in human growth. These actual conditions determine both the branches of science and the amount of study. The former are selected by virtue of their educational value, and the latter is determined by the physical effects produced upon the pupil, since the highest purpose of all knowledge and all science is to promote the efficiency of human labor at the scene that man's faculties are brought to the highest degree of cultivation."

## MISSISSIPPI.

The new school law provides: Before being examined each applicant shall pay a fee of fifty cents. These fees shall be held by the county superintendent as an institute fund; and he shall devote the first three Saturdays in each scholastic month to the holding of institutes for the improvement of teachers in their qualifications and methods of teaching, and for the discussion of topics pertaining to the public school interests of his county. The law provides that any teacher failing to attend, or to take such part in the exercises as the superintendent may assign, shall forfeit one day's salary, unless a good reason for his failure to attend be given in writing to the county superintendent. Any superintendent failing to hold an institute as the law prescribes, shall forfeit five dollars for each such failure.

This institute work will certainly prove very beneficial to teachers. It gives good opportunity for the diffusion of new methods. All the teachers in the county meet the better teachers, the successful teachers, and learn their methods. There is a general tendency upward among teachers. More attention is given to teaching as a science. More educational literature is circulated. More teachers read educational journals. There is great improvement in the matter of text-books. The beautiful and attractive books are finding their way even into the rural districts.

Juka. State Correspondent.

G. T. HOWERTON.

## MISSOURI.

School prospects for 1887 flattering. Institute at Bethany a grand success. Fifty or sixty teachers present. Prof. Moore delivered a fine lecture. Prof. Kirk took an active part.

The school fund of Missouri amounts to \$10,000,461.

PROF. HARNARD of the Kirksville normal is in constant demand as a lecturer. He recently delivered an able lecture before the southwest Missouri teachers' association upon "Dangers—Social and Political."

The schools of Carrollton, under Supt. W. D. Dobson, stand first in enrollment, based on enumeration; first in attendance; first in lack of truancy; and second in punctuality.

That the presence of a first-class school of higher instruction in a city or town does not diminish interest in its public schools, is well shown in Springfield, the location of Drury College. Although about seventy-five students of Drury, including collegiate and preparatory departments, are residents of old and north Springfield, yet a recent report of Supt. Fairbanks shows that 171 pupils are enrolled in the public high schools of south Springfield. The school enumeration of both towns is 4,900, and the enrollment is 3,300.

Hannibal. State Correspondent.

H. E. WARREN.

## NEW YORK.

At the Queens County Teachers' Association, Flushing, Feb. 5, 1887, Mr. C. W. Bardeen was charged with maligning one of their lady teachers in the October number of his paper. It seems that

he circulated damaging statements concerning a certain lady on all his printed application blanks. His conduct was unanimously condemned by the association as "ungentlemanly and unjust," and they asked him to retract his statements and stop the circulation of the blanks containing his allegations.

Teachers' examinations for Ontario county will be held as follows: Canandaigua, in Court House, March 4th and 5th; Home, oye, Stout's Hall, March 8th, 9th; Geneva, Union School Building, 11th, 12th; Naples, Middle Primary Building, 25th, 26th.

Every teacher intending to teach who has no certificate or whose certificate will expire before August next, is expected to be present at one of these examinations the first day at 9 o'clock A. M.

Institutes will be held as follows:

DATE.	COUNTY.	PLACE.	CONDUCTOR.
February 28,	2d dist. Erie,	Hamburg	H. R. Sanford
March 7,	3d dist. Erie,	Springville,	H. R. Sanford
March 14,	Schuyler,	Watkins,	H. R. Sanford

The teachers of Niagara county met in convention at Niagara Falls, Feb. 12. Mr. James F. Trott delivered a hearty address of welcome, to which Mr. James Ready, of Middleport, responded. Miss Kittie C. Van Deusen read a short but forcible paper on "Music in the District School." "The Power of Thought" is the title of a clear, concise, and strong oration delivered by Mr. J. C. Schneider, of Suspension Bridge. Miss Anna Rock, conducted a very interesting class exercise in primary reading. The little folks were applauded again and again. Prin. E. E. Fish, of Buffalo public school, No. 10, read a somewhat long but interesting paper on "The Study of Birds." "Geography Outside of Text-Books" was presented by Mr. A. P. Chapin, of the Rochester Educational Gazette. Mr. Chapin also announced the summer school to be held at Niagara Falls from July 18 to Aug. 5. Mr. N. L. Benham talked with blackboard illustrations on the use of diagrams in grammar. The music for the program was prepared by Miss Esther Wilson, who, with her class, received hearty applause. This association was perhaps better attended from every part of the county than has been any meeting of the kind in years, and all seemed to have added interest to the work.

The first session of the eleventh semi-annual meeting of the Rensselaer county teachers' association was held in Lansingburgh, Feb. 11, and was largely attended. Prof. C. T. R. Smith, of the Lansingburgh academy, read an instructive paper on "Methods of teaching long division," which was subsequently ably discussed by a committee appointed for that purpose. An exercise on the care of the body, given by a class of children, under the direction of Miss R. J. Riggs, of the Twelfth Ward school, Troy, was very interesting. The subsequent discussion by Miss Julia E. Brown, Miss Susie Scriben, William J. Cleary, and Supt. Edward Wait, was instructive and entertaining. The report of the committee on the progress of education was presented by Supt. David Beattie. Mr. Beattie referred to the efficient officers of the department of public instruction, and spoke in high terms of Supt. Draper's excellent work. The report treated of the improvement in educational literature and school appliances, and embodied many valuable suggestions. A discussion of the question "Shall we attempt a system of uniform examinations in our rural schools?" was postponed to this morning, owing to the want of time. The evening session was held at Concert Hall, and attracted a large audience. Selections on the corner by George F. Doring, and readings by James R. White, of East Albany, preceded an address on "Hygiene of the school-room," by Br. J. D. Featherstonhaugh, of Cohoes. The lecturer broached several new ideas and was listened to with much interest.

The Saturday session was notable for the introduction, by Miss Cornelia Wright, of Lansingburgh, of a kindergarten class and exercise. It was an exercise in numbers, up to, and including, six, accompanied by the use of kindergarten material, and illustrated by the story of Mother Squirrel and her little squirrels—Good, Bad, Tricky, Trusty, and Greedy—together with their efforts at nut-gathering and nut-cracking. Miss Wright's kindergarten is a private enterprise and very successful. She is a jewel, fully comprehends the work, and humbugs no one. To speak of her exercise as it deserves, would put the writer under suspicion of empty flattery.

Miss Margaret E. Kling, of the Fourth Ward school, of Lansingburgh, discussed the subject, "How we breathe and why," before a class of children gathered from various localities. Her development of the subject was superb, and accompanied by experiments at each step, using the simplest and most inexpensive apparatus, and including the *drowning* of a mouse in a jar of carbon dioxide. Dr. C. S. Allen, of Greenbush, lectured on the effect of alcohol on the circulation, making most valuable use of one of White's manikins. Miss A. P. Osborne, of Hoesick Falls, gave a class exercise and development lesson in American history, which will be a great aid to her fellow teachers who instruct similar classes.

The Troy schools were closed on Friday P. M. to enable the teachers to attend, and fully one-half of that corps were present. The success of the meeting and its excellent program are both due to the energy and good judgment of Pres. C. T. R. Smith, who is to be congratulated in that he has infused new life into the association, and organized what has been emphatically its best meeting. Rensselaer county takes no back seat in her school work.

## OHIO.

The friends of popular education in Ohio feel very much gratified by the progress already made in the passage of the Albaugh bill. The Lower House has acted favorably upon it, and at present the Senate is considering it in committee, with every prospect of voting favorably upon it when it comes up for final passage.

Supt. C. W. BUTLER, of Defiance, has been engaged in the following six counties for the ensuing dates: Defiance, March 28; Paulding, July 25; Marion, Aug. 1; Logan, Aug. 8; Huron, Aug. 15; Hancock, Aug. 22, for two weeks.

The Paulding county teachers met at Antwerp in quarterly session, Jan. 20.

It is very probable that the teachers of Ohio will be compelled to be examined in physiology in addition to their other branches. The Lower House has acted favorably upon the measure.

Athens. State Correspondent. LEWIS D. BOWENBAKE.



## PENNSYLVANIA.

The teachers and scholars of the Waynesboro high school publish a semi-monthly, *Our Enterprise*, a bright, stirring little educational paper.

The Friends' Central School, Philadelphia, began its career rather more than fifty years ago, under the charge of two teachers, and with a small number of scholars. To-day it has sixty teachers and a thousand scholars, and it cannot accommodate all who apply. Both sexes are admitted. It is a day school, without accommodations for boarders. It is exclusively under the charge of Friends, but children of many denominations are in attendance.

A district institute of the teachers of Chester county was held, at West Grove, Feb. 3, 4, and 5. County Supt. Jacob W. Harvey addressed the teachers, directors, and patrons; Prof. E. L. Kemp of Kutztown, gave several practical talks on birds; Dr. E. T. Jeffers addressed the teachers; class exercises were conducted by twenty-eight teachers.

Rev. Madison Peters lectured Thursday evening on "A Single Man's Ideal Wife;" Miss Elizabeth Chendenning and Mrs. Chas. H. Weevil, gave select readings and musical selections Friday evening; and the exercises Saturday evening consisted of spelling bees, declamations, and essays by the pupils of the district.

THEODORE K. JOHNSON, principal of the schools at St. Clair, Schuylkill county, died suddenly Jan. 24, while on his way home from school. He was at one time principal of the schools of Shenandoah, and had been engaged in teaching for more than forty years.

A Luzerne county district institute was held at Muhlenburg, Feb. 4 and 5. Supt. James M. Coughlin gave several practical addresses. Will S. Monroe discussed the development of language lessons, and D. M. Hobbes some of the elements of successful teaching.

Audubon societies are organized in the schools of Easton, Edwardsville, and Drifton.

A Berks county district institute, under the charge of Supt. David S. Keok, was held at Hamburg, Jan. 15. District or local institutes are now regarded as a necessary factor in our school system, and are being held in nearly all of the counties of the state.

Kingston. State Correspondent.

WILL S. MONROE.

## TENNESSEE.

The public school laws of Tennessee need to be amended in two or three important particulars. 1. The salary system ought to be abolished, and the fund applied to payment of tuition *pro rata* to pupils actually sent to school. 2. The law ought to provide that no *pro rata* tuition shall be paid, unless the school is taught at least six consecutive months, of four weeks each, during the calendar year. 3. The law ought to provide that no public money shall be applied to payment of tuition, when the price per month is below a certain sum, designated by law. Further, in some districts commissioners are elected on the district issue that they will not contract to pay any teacher more than twenty, or twenty-five dollars per month. Any law that puts a premium on ignorance and incompetency, or makes it possible for ignorant people, through form of law, to do so, is vicious, and ought to be amended. Under the existing system hundreds of communities have schools just so long as the public fund secures a free school, and no longer. The subject is worthy the serious consideration of our legislators.

## NOTES FROM OUR WESTERN OFFICE.

There is a general shaking of dry bones among the book-men on Wabash Avenue this spring. Some of them will be hard to find for a while; but when they are finally settled their friends will doubtless receive notice as to their whereabouts. Notice will be made of them in this column.

The *Young Crusader* is the significant title of a bright little paper recently started in Chicago—published by the W. T. P. A. and edited by Miss Alice M. Guernsey. It will live.

At the last meeting of the executive committee, with reference to the National Education Association, it was decided that not less than 15,000 teachers may be expected to visit Chicago on that occasion. The various committees are working zealously, and will be able to present a final report about March 1.

Ohio, Michigan, Wisconsin, Minnesota, Iowa, Texas, Indiana, and Illinois, have already agreed to make state exhibits. All the Illinois institutions, Chicago Kindergarten Association, and many of the larger cities of the Union will make separate exhibits. Any inquiries addressed to either Superintendents Howland or Lane will receive prompt attention.

The series of institutes held under the supervision of the state department of public instruction during the latter part of last year in Wisconsin—though something new—proved to be an entire success. In each case two days' drill in teaching was given—supplemented by a lecture in the evenings. Prof. S. Y. Gillan, a graduate of Illinois Normal University, gave these meetings the benefit of his careful thought. He is a young man, educated in the nineteenth century, and filled with its spirit. Superintendent Graham went along as ballast, and occasionally, when he saw the timid ones getting frightened at the "new-fangled notions of this man Gillan," he would deliberately "set down" on this "young man" and hold him there until the teachers could get their bearings and lash themselves anew to a few of the old landmarks.

But to lay jesting aside, Supt. Graham is a big-hearted, level-headed man—one whom the people delight to honor. His gentle but earnest words of counsel spoken on this trip to the teachers will live long in their memory after he shall have passed away.

While each of the meetings held was attended with a marked degree of success, yet I cannot forbear to speak of the one held at Janesville as

## THE MODEL INSTITUTE.

Imagine if you can the teachers all present at the opening of an institute, each one ready for duty, not a single break in the program, each part being ably carried, all present at the opening of each session and remaining till the close of the last, nearly every one being thoughtful and earnest—ready to ask and to answer questions intelligently—each one seeming to grasp the real

object of an institute—and determined to wrest something from it that should actually help them and their pupils. Imagine such a one, and then remember that just such a meeting was held at Janesville, Wisconsin. How did this happen? Prof. C. H. Keyes, superintendent city schools, was there—and he had charge of the meeting—that is all. His teachers were noble and enthusiastic, say you. Of course they were—no other kind "need apply."

The lectures on this tour were delivered by Dr. Stearns, of the Wisconsin State University, on "Educational Values." The doctor is a clear thinker and a pleasant speaker.

The largest and most enthusiastic meeting ever held by the teachers of northern Illinois, assembled in Aurora, January 28. What is quite unusual, most of the teachers came for the opening and evening session. The lecture was given by Hon. Geo. Howland of Chicago. All seemed anxious to hear it, though a goodly number had heard it before.

President S. B. Wadsworth justly received many commendations for the fitting remarks made in reply to the address of welcome. About 350 were present, and at times every ounce of dignity which the grave president could command was needed to hold the chair in proper position. But he succeeded manfully and at the proper time, delivered the gavel to his successor, President Greenman, who will wield it to as good advantage, no doubt, as did his predecessor. The papers read were fruitful topics for discussion. I need speak only of the one on "Teaching Geography," by Miss Tillie E. Coffin of the Cook County normal school, who made such a clear and interesting statement of the subject—so aptly illustrated by samples of work done by her pupils—that she received the closest attention throughout, even though she came last on the program—not excepting the transaction of business.

Dr. Edwards and Mr. Freeman (former teacher of Aurora) were present, and added much interest to the occasion, because they are both genial and earnest. Dr. Edwards addressed the association, urging all possible zeal on the part of every teacher to see that our state stands second to none in the line of "exhibits" at the National Teachers' Association to be held in Chicago. A resolution was passed to this effect—pledging each teacher to do his best in this respect. An appropriation of \$5,000 was asked of the legislature to aid in making this exhibit. Much more money was received as membership fees than ever before, and we adjourned feeling hopeful and happy.

W. W. KNOWLES.

## NEW YORK CITY.

Only a few of the teachers, comparatively, ventured out in the driving storm last Friday to hear the lecture given by Assistant Supt. Calkins before the Industrial Education Association. The lecture was given, however, and those present felt well repaid for coming. By a unanimous request Dr. Calkins will repeat the able address on "Educational Demands of the Day" at an early date.

MISS CATHERINE M. FAGAN, who was defeated for the principalship of the primary department of the Greenwich Avenue school, in the Ninth Ward, has made an application for the principalship of the primary school in Waverly Place of the same ward. Miss Williams, who was Miss Fagan's successful competitor, was formerly principal of this school. Some of the commissioners are inclined to appoint Miss Fagan as an act of justice, as she has taught in the schools for thirty years.

About forty boys and girls left the office of the Children's Aid Society last week for western homes. This completes the holiday party of 100 boys and girls which Mrs. J. J. Astor has annually sent for many years, making 1,413 whom she has placed in homes, at an expense of \$20,050.

The Industrial Education Association intends to give a course of lectures on "Domestic Economy" in its lecture hall, at No. 9 University Place, on Tuesdays and Thursdays, at 11 A. M., beginning on next Thursday. There will be twelve lectures—six on "Domestic Economy," followed by practical lessons in cookery for those who desire them, and six on "Dressmaking," followed by practical lessons. The price of tickets for the whole course is \$5; for six lectures on either subject, \$3. Tickets may be had on application to Miss Burns, superintendent, No. 9 University Place.

MR. BRISTOW'S CONCERT.—Mr. George F. Bristow, who has been connected for a number of years with the musical interests of the public schools, was tendered a concert at Steinway Hall, Tuesday evening, Feb. 22. Among those who made the occasion interesting were S. B. Mills, piano; Carl Lanzer, violin; Geo. W. Morgan, organ; A. Liberati, cornet; Miss Ida Klein, soprano; and a chorus of three hundred young ladies.

ANTON SEIDL'S CONCERTS.—The third in Mr. Seidl's symphonic soirees at Steinway Hall occurs March 1, at which Rubinstein's new symphony will be played. This concert is one of particular moment, as it is the last time Mr. Seidl will bring together his orchestra in this country.

BOSTON SYMPHONY ORCHESTRA.—The first in the series of concerts planned by Mr. Gerick, the conductor of the Boston Symphony Society, took place at Steinway Hall, on Feb. 14. It gave ample proof of the reports that had been heard of the efficiency of the Boston orchestra. The two concerts to follow are announced for March 2, when Fraulein Lilli Lehmann will be the soloist, and March 31.

WATER COLOR SOCIETY.—The twentieth exhibition of this society is now open at the Academy of Design. It is an especially charming collection of paintings this year, many are light in tone and pleasant in treatment. F. S. Church has, perhaps, the most striking piece of work—"Desolation"—a bear in the polar region lamenting its mate, who lies by his side dead. Miss Kathleen Greatorex has a superb still life that received honorable mention at the Paris Salon. Mr. J. Alden Weir has a touching scene of home life which he calls "Consolation."

THOMAS'S POPULARS.—The series began Feb. 22 and 24, at the Metropolitan Opera House (Tuesday evening and Thursday afternoon), and continues weekly (or some time). These concerts are especially commended to music lovers who do not care for symphonic concerts, but are fond of orchestral music. The programs are always bright and interesting.

## Concerning Practice Departments in Normal Schools.

## OPINIONS.

PRINCIPAL T. J. GRAY,

State Normal School, St. Cloud, Minn.

"The question of practice teaching in connection with the professional training of teachers I regard as one of the most vital points of normal school work. I cannot subscribe to that dogma lately set current, that the learning of an art and the science of that art at the same time, is an attempt to reconcile two antagonistic processes.

I believe that theoretical instruction, apart from the handling of the elements of knowledge as given in experience, to be the continuation of the bondage of the intellect to the domination of symbols. The form and content of a conception are possible to him only who has learned to think in things. To this end practice teaching largely contributes, as the student finds in the actual work the content for the form he may have previously learned in his theoretical instruction, or he may find a form in thought for the facts of experience had in this work. He may follow either order, he doubtless follows both and secures a tangible result from each.

Practice teaching is as valuable to the student in training as dissection and clinic to the medical student.

The claim of the immateriality or mentality of the teacher's art, thus freeing it from the necessary limitations of experience, is to misunderstand the term experience (Vid Kant's Critique of Pure Reason.)

The assumption that the theoretical understanding of a subject implies a knowledge of its corresponding art, which assumption is involved in the objections urged against practice departments in normal schools, is seen in its absurdity when applied to music.

This assumption denies the necessity of observed facts as a basis for judgment, declaring that another may bring to me the results of his experience and by his *ipse dixit* convert it into knowledge and faculty in my mind. No one can, nor does he need to repeat the experience of the race in the genesis of his knowledge, but to deny the necessity of the experimental basis of truth is to negate all thought.

In the practice department the student is turned toward a rational contemplation of the facts of experience. His 'studies are bounded by experience.'

The practice department bridges the gulf into which the old French doctor threw a 'whole bushel of eyes before he learned how to begin to operate.'

Many reasons can be added to the few here suggested. I am satisfied that the question involved is not to be decided upon a *priori* grounds, nor without the element of experience in the judges. One horn of the dilemma appears to be the assumption that experience, that is, the *doing* side of truth, is not necessary to a grasp of the whole truth; as well try to think of the surface apart from the orange; the other is that the theory of instruction given is not safe enough to be tried under the eye of the theorizer, but the pupil must wait until he has passed out from under that guide who must be thought of all men the most competent to 'hedge his way' by wise counsel and criticism. Fortunately we need to cling to neither horn as a means of salvation."

PRINCIPAL GEO. L. OSBORNE,

State Normal School, Warrensburg, Mo.

"Teaching is an art in the proper sense of that term, and the true teacher is an artist. In the acquisition of an art, at least four things are essential to success:

1. A natural endowment, or fitness, for the work.
2. Sufficient breadth of culture to pursue intelligently the required course of training.
3. An intimate knowledge of the principles that underlie the art.
4. The hand and thought training necessary to a skillful, progressive, and self-sustaining application of these principles in art production.

The first of these essentials is the gift of God. The second may be acquired in any good academic school whose course of study covers the proper ground. Many normal schools in this country confine themselves to the second and third. But some, recognizing the fact that the art of teaching must be acquired like other arts, have organized training departments, and through the instrumentality of observation and practice, seek to equip their graduates with the fourth essential. The skill here implied must be acquired either in the practice department of the normal school, or by long and unassisted



efforts after leaving the normal. The first is the rational method. For in the practice department the work may be tempered to the strength of the student. He has opportunity to test his theories where he can have the benefit of friendly advice and criticism. His difficulties may be increased as his skill in surmounting them increases. His faults in manner, matter, and method may be discovered and privately corrected. His first efforts as a teacher are thus made where his mistakes are promptly corrected, and are thus likely to do least harm. He acquires skill in class management, in classifying pupils, in keeping the records of a school; in short, he is practically trained for the business of teaching, and when placed in charge of a school, success, if not actually assured, is almost certain. On the other hand, a student graduated without the experience that a properly conducted practice department gives, is deficient in one of the essentials of good normal training. The practice of his chosen art must be acquired afterward at the expense of his employers and greatly to his own disadvantage."

PRINCIPAL ROBERT ALLYN, LL.D.,

Southern Illinois State Normal School, Carbondale, Ill.

"Is a practice department necessary in a normal school? Yes; or, if not an absolute necessity—entirely indispensable for the existence of the school, yet so great a help and such a source of power as ought never to be omitted. That a fair normal school may exist without this department is, I think, proved by the early working of many of these schools. That such branches are needed and profitable is, I think, also proved by the experience of our later normals. They have, after trial, been established almost universally. The working of our training, or practice, or model schools has developed the necessity for this duty of affording to our pupils an opportunity to see what their teachers are doing, and to try what they themselves can do. Thus the experience of mankind has shown its own wants, and the instincts of the race have devised the means to supply these wants."

I therefore most emphatically say, connect a practice department with every normal school.

1. Because it affords an opportunity to every one who studies to prepare himself for the duty of a teacher, to see specimens of good teaching. He ought, indeed, to see these in every class he enters. But his attention should be articulately called to the necessity of his own personal observation, with a definite purpose. He should be able to see this good teaching exemplified in a variety of classes, and particularly in the elementary studies.

2. Because teaching is, in one very important sense, a trade—an art—the older writers said. Who ever heard of a trade learned in any way except by trying to do the work of that trade under the direction of a master? No one ever became a teacher by learning a theory, or by being lectured to, or by lecturing to others—though some get the reputation of being great teachers in this latter way.

3. Because, the normal school teachers—'professors,' they call themselves—cannot be kept in line with common school work, unless they are daily compelled to go down and teach the little ones. They get on hobbies and 'soar'; they 'instruct' in 'the higher branches,'—learnedly and uselessly. While they need to be obliged to *teach*, in the little, crisp native words of the people, in order to educate the children of the people, in the matters which the people need to know, and to do this by the people's methods.

A single word more—almost a repetition, normal schools do not want 'to prepare' boys and girls for college,—prepare is a scholastic word—but to habituate their students to teach the little children. These students can only attain the proper fitting for this work (a) by being taught by men and women who are themselves doing specific duty; and (b) by trying to do the same work in their own way, and studying at the same time themselves, and their teachers and their work with great carefulness.

PRINCIPAL J. G. SCOTT,

State Normal School, Westfield, Mass.

"In my opinion, a 'practice department,' or its equivalent, is necessary to the highest success of a normal school. These schools should be made up of pupils such as are found in our public schools. They should be entirely under the control of the normal school authorities. For the best results, all grades below the high school should be represented. Such practice schools would, if well conducted, enable normal schools to prove the feasibility of 'normal methods' to many who

would otherwise doubt. They would doubtless modify the teaching in many normal schools. The principles of teaching can be much better comprehended by the average student when concrete illustrations are presented. No descriptions can impress as actual observation and experience will, the working of the child's mind, how carefully, slowly, with what repetitions in various forms, and subjects must be taught in order to secure healthy growth,—in short, what the difficulties and necessities of teaching and training and governing young people are. Such schools enable teachers to acquire 'experience' under the most favorable conditions, give normal school authorities the best possible means of judging of the probable success or failure of candidates, of adaptation of candidates for work in different grades, etc., and so of greatly reducing the number of failures among those graduated from the normal schools. It is impossible in few words to set forth the good practice schools might do. But the above may indicate fully enough the line of my thought on the subject."

PRINCIPAL ALBERT G. BOYDEN,

State Normal School, Bridgewater, Mass.

"Practice is the application of principles in life. It is an art implying both knowledge and skill. It is an essential element in the training of teachers. The normal school itself should be a practice department, not a lecture course in all its work. The children come together in the public school to be taught in the different studies, as a means to their education. This implies that those who are to educate them shall have aptitude for teaching, shall have acquired definite knowledge of the studies in which the children are to be taught, including the knowledge of *what* is to be taught in each, of the *natural and logical arrangement* of the studies, and of the *method* of teaching; definite knowledge, derived from the study of the mind, of the *principles of education* that should guide the teaching; a knowledge of the *organization* of a school; and of the *moral duties* of the teacher; *self-control before an audience*; and *skill in handling the subjects, in the application of principles, in questioning, in the control of a class*. All this may and should be acquired in the normal school."

When the students of the normal school have acquired this knowledge and skill by thorough normal training, it is very desirable that they should go into the different grades of a well-organized school, and there, under the direction of model teachers and the supervision of the principal of the normal school; teach the children, in order that the errors which young teachers are liable to make may be corrected before they take charge of schools.

The full course in the normal school, including the observation of the teaching of children, should be taken before beginning to teach in the practice department, because the school opportunities of the children are too precious to be wasted by a tyro in teaching. It is a great injustice to the children to have persons just out of the grammar or high school experiment upon them, without any special preparation for teaching."

PRINCIPAL S. MCGREGOR,

State Normal School, Platteville, Wis.

"Were I to interpret the question with strictness, I should say that a practice department is not necessary in a normal school. That is, a school may perform the functions of a normal school without a practice department. The apprentice system existing in some countries serves the purpose intended in practice teaching. My opinion is that a practice department contributes to the efficiency of a normal school. Of course, very much depends upon supervision, and unless the supervision is close, wise, and of excellent character in every respect, the profit of practice-teaching either to teacher or class is questionable. On the supposition that supervision is to a fair degree, of the character demanded, the following thoughts occur to me as favoring a practice department:

1. It is a means of securing some experience under such conditions as to take it out of the realm of mere experiment.
2. The skillful supervisor can here detect weaknesses in teaching that could not be detected in any other work of the school. Remedies may be applied before the weakness becomes chronic.
3. It affords an opportunity to correct certain faults, such as those of manner before a class, defects in constructing questions and receiving answers. No other part of school work gives like opportunity.
4. Whatever truth may be in the oft-quoted maxim, "We learn to do by doing," is certainly in favor of practice work of some kind, and we consider that a

practice department furnishes that work in the manner least likely to be hurtful to the pupil, and, at the same time, most beneficial to the teacher.

5. The preparation with a view to teaching, and the actual work of instructing a real class are excellent means for strengthening our hold on knowledge. Some one has said, "We never know a thing until after we have told it."

PRINCIPAL EDWIN C. HEWETT, LL.D.,

State Normal School, Normal, Ill.

"In answer to your question, 'Is a Practice Department necessary in a Normal School?' I reply that I should feel lost in attempting to conduct a normal school without it."

I know of no way of learning how to teach that is to be compared with actual teaching,—and that, too, of the kind, and with the limitations, essentially the same as will be found in the future work.

I know of no satisfactory way of testing one's ability and promise as a prospective teacher, except by the experiment of actual teaching.

It seems to me as reasonable to attempt to teach an apprentice to shoe horses without any actual practice, as to attempt to teach one how to teach school without practice under the eyes of a master."

PRINCIPAL J. P. BLANTON,

State Normal School, Kirksville, Mo.

"Law schools have found that the instruction given by them in the history and theory of the law is not a complete preparation without the practice afforded by the moot court. Hence this instrumentality is attached to every well-equipped law school, and is regarded by those best qualified to judge, as an indispensable feature. No one will deny that the medical school would be incomplete without the clinic and the hospital. The observation and practice in the clinic and moot court bear precisely the same relation to the education of doctors and lawyers that the training in the practice department of the normal school does to the education of teachers. The graduates of this institution who have trained in the practice department are unanimous in the opinion that it is indispensable and necessary."

PRINCIPAL THOMAS J. MORGAN, LL.D.,

State Normal School, Providence, R. I.

"I think a practice department very desirable for the following, among other, reasons:

1. It enables the teacher to illustrate to the eye of the normal pupil the significance and force of his theories.
2. It tends to prevent his teaching from becoming too theoretical.
3. It gives an opportunity of testing the practicability of any new theory, method, or device.
4. It enables the normal pupil to complete his knowledge of a pedagogical principle by putting in into practice.
5. It enables the instructor or critic to correct any mistakes of the pupil-teacher before they become habits.
6. It offers to the public a concrete embodiment of pedagogical theories. Seeing is believing.
7. It gives the learner an opportunity of acquiring skill in governing. Skill comes by practice.
8. It reveals to the authorities the unfitness of the incapable before they have had an opportunity of doing harm.
9. It abbreviates and sweetens the period of trial and experiment in the young teacher's life.
10. It gives to normal school graduates, when they begin their work, both a just sense of the limitations of their power, and that tone of confidence that comes from successful experience."

MISS ELLEN HYDE, PRINCIPAL,

State Normal School, Framingham, Mass.

"In my opinion a practice department is an absolute essential to a normal school."

Teaching is an art founded on a science. The study of the science will not give proficiency in the art. Until children are all made exactly alike, experience will be the only master who can teach how to govern and teach them. And one week's experience in a practice school under the care of a good critic is worth a year of unassisted experience."

PRINCIPAL M. A. NEWELL, LL.D.,

State Normal School, Baltimore, Md.

"I should not like to say that a separate practice department is absolutely necessary in a normal school. It is certainly highly desirable in every normal school



and essential to the highest type of such a school.

An actual battle is not "necessary" to the training of a soldier; but after he has seen and taken part in a number of battles he is a much better soldier than he was in the days of drill, dress parade, and sham battles.

Much can be done in a normal school by way of "drill, dress parade, and sham battles;" but actual service is necessary to make a thoroughly trained teacher."

PRINCIPAL R. WOODBURY,

State Normal School, Castine, Me.

"Is a practice department necessary in a normal school?" Yes. Unless better opportunities for observation and practice can be furnished in some other way, or rather through schools not having an organic connection with the normal school.

Every teacher should have in mind an ideal of a perfect school. It is the business of the practice school to help him build up this ideal.

Every would-be teacher needs to work under kind and careful criticism. The practice school furnishes an opportunity for this."

PRINCIPAL EDWARD P. WATERBURY, PH. D., LL.D.,  
State Normal School, Albany, N. Y.

"To the normal student, the practice department bears such relation as 'walking hospital' to the medical student; and the moot court to the law student.

The normal departments should not be obliged to give secondary or academic instruction. It should be allowed to confine itself to methods of instruction and management and the application of these in schools of practice.

PRINCIPAL IRA MORE,

State Normal School, Los Angeles, Cal.

"I think a practice department indispensable to the thorough fitting of teachers. Something may be done in the way of practice by drawing classes from the school. But it is a poor substitute. Grown up pupils can not voluntarily become children, however much they may try.

If, then, we would avoid sending our pupils from the normal school loaded down with a vast mass of theory, which may and probably will stand in the way of success, until sloughed off or absorbed by years of hard work, we must certainly have a good practice school in connection with every normal school."

PRINCIPAL W. D. PARKER,

State Normal School, River Falls, Wis.

"A practice department is necessary in a normal school as a school for observation and practice, for the same reasons that are universally admitted in any natural science study: viz., human weakness may study the thing in presence of the thing, but is unlikely to study the thing in absence of the thing.

The meaning of academic department, it seems, is not the same at all normal schools. At some, it signifies a preparatory department; at others, it refers to a course of studies altogether distinct from the normal preparatory. Several of the Pennsylvania normal schools have academic departments with corresponding courses of study, and students who 'satisfactorily' complete these courses, receive diplomas constituting them graduates of such departments or courses.

All of the normals schools of the Keystone State have preparatory departments which are sometimes called academic departments.

Every normal school, unless it receives none but graduates of good high schools, must have a preparatory department, in which students who do not have the advantage of high school or academic instruction, can be prepared for the professional course.

It seems reasonable that a student should not begin his professional work, until he is prepared for it—until he has a thorough knowledge of the non-professional or preparatory studies; and thoroughness, here, means the ability to view a branch of study or subject from any standpoint from which it may be presented.

Whilst, therefore, a preparatory department must be a necessary appendage of most normal schools, it should be remembered that the professional is the normal department not the appendage, however large the latter may be. The object for which these schools are established, is to prepare teachers for the public schools. Their claim to state aid is based upon the ground that they are doing a work separate and distinct from all other classes of schools, a work for which other schools are not prepared. To substantiate this claim, however, their graduates must possess knowledge and

skill in school-room work far above that of non-professional teachers. If they fail in this, the schools fail to attain their specific end, and lose all right to support from the state.

The normal schools of Pennsylvania every now and then receive their share of criticism for their limited attention to professional work. Sometimes they are termed "so-called normal schools," at other times, "large academics with small normal attachments." The charges that are made against them seem, too, to be well founded, for the non-professional work occupies so large a place in their course of studies as to leave very little for theory and practice—especially for the latter. Even the last year, which should be almost exclusively devoted to professional work, is so loaded down with preparatory, or non-professional, studies, as to make it impossible to do anything like justice to the real normal work.

Forty-five minutes a day for twenty-one weeks is the minimum time allowed to acquire the requisite skill in the schools of practice; but this, it is said, is the maximum, too, in most of the schools. Forty-five minutes a day, for twenty-one weeks of five days each, reduced to six-hour school days, gives thirteen and one-eighth. Thirteen and one-eighth days' practice to make skillful practical teachers! What other profession or trade would license its apprentices with such a limited amount of practice?

It may perhaps be said in answer to the above, that as the time given to practice extends over so many weeks, it in the end amounts to more than thirteen and a fraction days. Whatever it may amount to, it must be clear to any one competent to judge, that it is totally inadequate to accomplish the end for which it is intended.

It may be, too, that some of the schools devote more than the minimum time to practice, but it is said that most of them do not.

## BOOK DEPARTMENT.

### NEW BOOKS.

STANDARD COMPLETE ARITHMETIC. Combining Oral and Written Exercises. St. Louis: Standard School-Book Company. 352 pp.

This book is the second in the Standard Educational Series, upon the same subject, and in the preparation of this volume practical or business methods have received unusual attention. Principles have been well illustrated by problems and exercises, while difficult questions without principle or purpose are omitted altogether. The unity of the plan pursued in the Elementary Arithmetic is also carried out in this one, as is seen in the progressive drills, as well as the definitions, analyses, principles, and rules. For country schools, especially, either the Elementary or Complete Arithmetic, with the variety of mental exercises and requirement of original problems, will be found sufficient, and the publishers consider that there is enough under every branch to give proper forms of expression and model solutions. The stress laid upon the oral lessons is a marked feature of the book, as by their constant, daily use attention will be fostered, memory strengthened, a rigidly logical method of solution acquired, and creditable and brilliant work soon accomplished. The Complete Arithmetic, as well as the Elementary, is bound in dark green, with red edges, smooth, fine paper, and clear type. As these two arithmetics are based upon the more modern methods of teaching, and are by their careful and wise arrangement of a high grade, they will receive a welcome by all wide-awake and thoughtful teachers who practice the methods of the new education.

HOW TO BECOME A PUBLIC SPEAKER. By William Pittenger. Publication Department, National System of Elocution and Oratory, Philadelphia. 169 pp. Paper binding, 30 cents; Boards, 50 cents.

In a simple and concise manner the author of this book has shown how any person of ordinary perseverance and good common sense may become, if he will, a ready and effective speaker. The author has had much experience in teaching and practicing the art of discourse, and is consequently able to lead a student along the road to success. The book is small—made so purposely—for a few principles well applied have greater value than long-drawn-out articles on the same subject. Upon examination the book is found to contain instructions in the gathering and arranging of thoughts, and from them the forming of clear outlines. The author tells how to overcome timidity, secure ease and fluency of language, and how to acquire such a mastery of the art as will make the speaker feel both confidence and power. A book of this kind will appeal for itself, and any one expecting to speak in public, or desiring to know how to do so with ease and grace, will do well to study its pages carefully.

CHOICE DIALOGUES. For School and Social Entertainments. Edited by Mrs. J. W. Shoemaker. Publication Department, The National School of Elocution and Oratory, Philadelphia. 181 pp. Paper binding, 30 cents; Boards, 50 cents.

This volume has been prepared in response to many repeated requests, and in its plan and preparation the topics have been arranged on an extensive plan, with reference to securing great variety, and the material has been furnished by able writers. Each article has been thoroughly examined, so that moral tone, literary structure, expression and adaptation of each is well understood. A well-chosen variety of subjects has been introduced suitable for all seasons and occasions.—Private Entertainments, Sunday and Day School Exhibitions, Holidays, Anniversaries, National and Patriotic Celebrations, Temperance Meetings, etc., etc. All coarseness and irreverence have been excluded

from the dialogues, so that the moral tone of the entire book is of a high character.

MORRISON'S READINGS AND RECITATIONS. For Home and School. In Three Parts: Primary, Intermediate, and Higher Grades. Compiled by Jennie Morrison. Chicago: A. Flanagan, Publisher. 103 pp. 20 cents.

A book of this kind is always useful and practical, and the author has shown a good deal of wisdom in the selection of Readings and Recitations for home as well as school. The first part, Primary, is composed of a variety of selections suitable for very little folks, some of them being old and tried, while others are original with the author. The second, or Elementary part, is a grade beyond the previous one, and the Higher, or third, contains more advanced articles in poetry and prose for older scholars.

STANDARD ELEMENTARY ARITHMETIC. Combining Oral and Written Exercises. St. Louis, Mo.: Standard School-Book Company. 193 pp.

Upon examination this Elementary Arithmetic will be found to possess a unity of plan and execution, which may be said to be new, as it is found in no other arithmetical series. The contents of this book, divided into five parts, treat upon points familiar, but their method of treatment is claimed to be new. Mental arithmetic, so called, should not be considered a distinct study, for the reason that the processes of oral and written arithmetic being exactly similar, there is no time for, or need of, a separate book for mental arithmetic, the progressive, oral and written drills, with the inductive and oral exercises provided so abundantly in this series, rendering such a book superfluous. The fundamental rules are here developed separately, and afterwards combined, as it is believed that by treating them conjointly at first, the young student is brought too suddenly to consider a union of principles, which for the sake of simplicity and directness should be treated apart. No answers are given to the oral exercises, which are so constructed that the child can scarcely go astray in their solution. Answers to the written problems, however, are found at the end of the book. The graded work in the fundamental rules, as given in the progressive, oral, and written drills, is the outgrowth of the best modern teaching, and if carried out as designed will secure accuracy, facility, and rapidity in arithmetical operations. Another feature in this Elementary Arithmetic which is a departure in a measure from many others is the entire absence of illustrations—discarded because it is averred they draw away the child's attention and afford little real aid in grasping arithmetical ideas. The make-up of the book is of the best order.

TRAVELS IN ENGLAND IN 1783. By C. P. Moritz. Cassell & Co. Limited, 739 and 741 Broadway, New York. 193 pp. 10 cents.

This is one of a series of weekly volumes, which series is issued at so cheap a price per volume, that the entire number can be obtained at an almost unparalleled price. Travels in England is an account of a journey, chiefly on foot, through several parts of England in 1783, and the charm of the book is its unconscious expression of the writer's character. His simple truthfulness presents to us of 1887 as much of the England of 1783 as he could see with eyes of intelligence and a heart full of kindness. Pastor Moritz's experience of inns was such as could not be picked up in these days, and his travels are written in a pleasant, bright way, which is very attractive.

A SIGNAL SUCCESS. The work and travels of Mrs. Martha J. Coston. An autobiography. Phila.: J. B. Lippincott Company. 333 pp. \$2.00.

Mrs. Coston, in this autobiographic account of her own varied experiences and those of her husband, under the title of "A Signal Success," gives a history of the signals, known as the "Coston Signals," used in the life saving service in this country and elsewhere. The author, in attempting to recount her life and experiences, acknowledges that it is not with the design or desire of appearing vain, nor is she anxious to appear before the world as a writer, but wishes others to encourage those of her own sex to persevere in the path which is pointed out as duty. So in a free and energetic manner she delineates her interviews with distinguished persons, in this and other countries. She narrates her attempts to call the attention of different governments to the signal system designed by her husband, and brings forward her efforts to establish the point that, by her own government at home she has not been treated fairly. Scattered through the books are several diagrams illustrating the Coston signals, as they appear, in color and kind. The story is interesting and her descriptions of persons often humorous and mirthful. In appearance the book is attractive in binding and type.

THE RISE AND EARLY CONSTITUTION OF UNIVERSITIES. With a survey of mediæval education. By S. S. Laurie, LL. D. New York: D. Appleton & Co., 1, 3 and 5 Bond St. 293 pp. \$1.50.

Under the title of the "International Education Series," Dr. Harris is editing some books of great value. The present volume is the third of the series. It embraces fifteen lectures on mediæval education, which show in a marked degree, the care, thought, and research which have been bestowed upon them. The subject is one of great interest and moment at the present time, as it is notably an era of thought and progress, and comparison of the past and present will have a salutary effect. One important and useful feature of this volume is the editor's analysis of the lectures, which forms an exegesis of each one, and gives in a condensed manner facts and dates with much information. In design the volume is not intended for historical experts, but rather for every-day thinking, practical people who wish to know something about mediæval education and the rise of universities. The lectures are part of an historical course prepared by Dr. Harris, which have not been delivered, and are now given in a way of greater practical value, as lessons suited to the school-room. They are the result of much reading, thought and careful investigation, and will be welcomed by the thinking, reading public. As a manual it cannot receive too high commendation.

THE PEASANT AND THE PRINCE. A story of the French Revolution. Boston: Published by Ginn & Co. 210 pages.

This little volume, one of the unsurpassed, classics for children series, is perhaps one of the best. It is the charming, although notably sad story of the ill-fated Marie Antoinette. The story opens with peasant life in France in 1770, and shows to what extent the tenants were downtrodden, and how dependent they were upon the will and



caprice of their landlords. Following the story we find with what pomp and dignity the young queen was taken to France, her home life and great love for her children. A great deal of history is crowded by Miss Martineau into the space of this little volume, and is so prepared and written that children will be delighted with it. It is too a book of instruction for older and more thoughtful persons, and gives in a condensed form, a summary of events which clustered around one of the most tragical points of the world's history.

PROCEEDINGS OF THE TWENTY-THIRD CONVOCATION OF THE UNIVERSITY OF THE STATE OF NEW YORK. Held July 7, 8, and 9, 1885.

This Report contains the addresses of Chancellor Pier-son, Prof. H. L. Griggs, Principal H. P. Judson of the Troy High School, Rev. Howard Crosby, D.D., Dr. Jerome Allen, and other members of the Convocation. There are valuable papers on "Medical Education and Medical License," by Regent Wm. H. Watson, M.D.; "The Relation of Universities to the Progress of Civilization," by D. C. Gilman, President of Johns Hopkins University; and "Supplementary School Work," by Principal Henry P. Emerson of Buffalo High School. The necrological list contains notices of many distinguished men by whose decease the cause of learning has met with irreparable loss. Prominent among these was Dr. Franklin B. Hough, and an extended biographical sketch, with a complete list of his writings, occupy, as they justly should, no inconsiderable portion of the volume.

HANS ANDERSEN'S FAIRY TALES. Second Series. Adapted to Children reading the Fourth School Reader. By J. H. Stickney. Boston: published by Ginn & Co. 388 pp. 45 cents.

Hans Andersen's Fairy Tales are household words, and they will never lose their charm and capacity to captivate children. In this book will be found twenty-nine of them, each one more interesting than the other. The stories are less juvenile than those of the first series, and are suited for school use in classes reading the Fourth School Reader. That it may be adapted to general home use, as well as school, the words selected for definition are found at the end of the book. The stories are pure and healthful, and will be a delight to the children. One excellent feature in this book is its type, which is both clear and large, making it a pleasure to read.

THE BOYS' BOOK OF SPORTS AND OUTDOOR LIFE. Edited by Maurice Thompson. New York: The Century Co. 348 pp.

It would be hardly possible to find a book more thoroughly a boys' book than this one. From beginning to end it is full of all that which appeals to boy-life in its wealth of genuine love of exercise, sport, and out-of-door delights. Upon examination an Introduction is first seen, which at some length gives the "Benefits and Abuse of Outdoor Sports," in which the writer shows that boy-nature craves sport of some kind, and from that as a starting-point, proves that there is something beyond the playground needed to satisfy the activities of a healthy, stirring boy. The story of "Marvin and His Boy Hunters," which opens the body of this volume, has been prepared with the purpose of teaching boys of proper age how to carefully and successfully use the shot-gun. At the close of the story a list of rules is given, which to the beginner will be found safe and valuable, as they will, if followed, insure safety from accident and prepare the way to success.

The second article in the book is "Hints on Trap-Shooting," also by Mr. Thompson, followed by Fly-fishing for Black Bass—Fly-fishing for Trout—A Royal Fish—Odd Modes of Fishing—Archery, including The Bow and its Use—An Archer among the Herons. Then comes Boating, in all its phases,—"Camping Out"—Swimming—How to Run—The Amateur Camera—Toboggans and their Use—Fish-spearing Through the Ice—Outdoor Sketches, and How Science Won the Game. These articles have been written by experts and illustrated in a most beautiful manner by artists who are perfectly familiar with the subjects. The illustrations are unusually charming and fine, having the merit, too, of originality. Many of them are decidedly humorous. Taken as a whole, the volume is a beautiful one and will be a welcome guest in any family where there is a boy.

CARVING AND SERVING. By Mrs. D. A. Lincoln. Boston: Roberts Brothers. 60 cents.

This is a manual very attractive in appearance, and on a subject full of strange fascination. It aims to impart, through careful and logical instruction, that ease and confidence in everyday life at one's own table, born of a thorough familiarity with the internal mechanism of a sirloin, a saddle, a calf's head, or a boiled fowl, as the occasion may require; and any man of reasonable courage and discretion, fortified by this little book, need not fear what the butcher and cook combined can do unto him; but may plunge his fork into the inmost recesses of a roast goose or chicken fricassee, with a valor begotten of conscious integrity and an intimate knowledge of the subject.

HOW TO COOK WELL. By J. Rosalie Benton. Boston: D. Lothrop & Co. \$1.50.

This is a thoroughly practical book, and will be warmly welcomed by house-keepers, who will find it a valuable aid in the kitchen. The receipts given are, some of them, original; some are contributed by friends, and others are well-known favorites which have stood the test of time; and the rest are similar to those found in trustworthy cook-books, but altered after trial, according to taste. The author has not merely given a collection of receipts, but has aimed to teach cooking, and also, by arranging departments for Breakfast, Luncheon, Dinner, and Tea, to present suggestions to those house-keepers who find themselves taxed to make variety in the different meals.

If the directions are carefully followed, there is no fear for those who learn to cook by its aid, provided they have brains.

AGATHA AND THE SHADOW. A Novel. Boston: Roberts Brothers. \$1.50.

This is the story of a saintly and beautiful wife, whose lot and that of her husband is embittered by the sin of his own younger days, in which was involved a conventional Jewess, Rachel, whose "shadow" and stereotyped "curse" are continually falling across the career of her betrayer. In due season he dies, after the proper amount of anguish and remorse. His saintly widow rescues Rachel from a life of shame, sets her about good works, meets for repentance, and herself dying, succeeds to a noble Puritanic epitaph. All of which occurred more than a hundred years ago. And here you have the whole story.

A BRIEF HISTORY OF THE UNITED STATES. A. S. Barnes & Co. New York and Chicago.

Among modern text-books this is a notable example of the tendency in our day to give the schools the best that can be obtained, artistic and literary. The design is also in keeping with the spirit of the times in its purpose of eliminating that multitude of details which confuses and clogs the memory. The aim in this book is to arouse interest and enthusiasm and a love of our whole country—a genuine and reasonable patriotism, founded upon intelligent understanding of American history. Our history is here divided into epochs: Early Discoveries and Settlements; Development of the Colonies; the Revolutionary War; Development of the States; the Civil War; Reconstruction, and passing events. Each epoch is preceded by a map and questions, and followed by a chronological table and a list of reading references for further study.

Beside the many neat and accurate maps, there is a profusion of illustrations, of an artistic value which has not been exceeded by any school history ever published. This is one of the most striking features of the work, calculated as it is to appeal directly to the hearts of students with a force seldom found in words alone. The subjects for illustration are wonderfully well-chosen and finished with careful view to historical accuracy.

The typography of the work is all that could be asked—clear, bright, well arranged—for convenience and to hold the interest; printed on heavy, tinted paper, substantially and tastefully bound. In a word, the work is a model among modern text-books.

PREPARATORY COURSE IN LATIN PROSE AUTHORS. Comprising Four Books of Caesar's Gallic War, Sallust's Catiline, and Eight Orations of Cicero. By Albert Harkness, Ph.D., LL.D. Revised Edition, with Colored Illustrations. Adapted to the Author's Revised Standard Grammar. New York: D. Appleton & Co. 626 pp.

In the preparation of this work it has been the aim of the editor to make the interests of the student of the first consideration, and only such material has been introduced as may be made serviceable in the actual work of the classroom. Following the Preface is found a condensed life of Caesar, followed by a short outline of the life of Sallust. A table of Cicero's life is also given, embracing his Boyhood, Youth, Cicero at the Bar, Cicero's Political Career, Cicero as Ex-Consul. The Military System of the Romans follows this table, embracing Caesar's Army in Gaul, History of the Roman Legion, Phalanx, Maniples, and Cohorts, Arms of Legionary Soldiers, Military Service, Legion in Line of Battle, Officers in a Roman Army, etc. This description is well illustrated by numerous colored plates, representing officers, captives, mode of attack, and ships of war. The book is intended to follow the Latin Reader, and it is taken for granted that the student is familiar with the forms and general principles of the language. Extended notes are given, which are intended to guide and prepare him for a direct course of instruction and illustration which belongs exclusively to the teacher. A finely executed map of Gaul, and a special dictionary are given, together with four books of Caesar's Commentaries on the Gallic War, the whole of Sallust's Catiline, and eight orations of Cicero. This revised edition is much in advance of the former, being superbly illustrated with colored plates of fine finish and design, and maps of the purest and clearest kind. The book has had great popularity formerly, and in this revised and improved form will be of still greater popularity and value.

TALES WITH SOCRATES ABOUT LIFE. Translations from the Gorgias and the Republic of Plato. New York, Charles Scribner's Sons. Pp. 140, \$1.00.

The person who wishes to trace the development of mental action would do well to read in succession the dialogues of Plato, the Novum Organon of Bacon, and the works of John Stuart Mill. These are representatives of three distinct epochs in the history of the human mind, separated from each other by long periods of time. In the first we see a man groping in the dark; in the second we find one walking and trying to find his way by the dim gleam of early twilight, while in the last is seen the reasoner whose vision is assisted and whose steps are guided by the light with which the tops of the distant hills begin to be gilded. The philosopher who can walk in the full light of the risen sun does not live in the present, but is reserved for the future; who can say how far distant?

Questions concerning human life and the human mind for which Plato could find no answer, were plain to Bacon, while in turn, subjects upon which the great founder of inductive philosophy possessed no knowledge, are plain to the college undergraduate of to-day. In all these cases the great philosophers are only a little way in advance of their time. Let us suppose a man of the learning of John Stuart Mill, assisted with the advantages of modern discoveries, living in the age of Bacon. He would be so far in advance, that the age utterly unable to comprehend him, would consider him, not the greatest of philosophers but the greatest of magicians. The principle benefit to be derived from the perusal of this little book, is to give one an idea as to what was advanced reasoning in the far-distant past. In the days when Socrates reasoned and debated in the market place of Athens, the word "Sophist" had almost lost, in the popular mind, its original meaning. It was to the generality of men what the word "politician" is to us. The Sophist was no longer the "wise man," the true seeker after truth, but the ingenious debater. While to us the politician is not the man skilled in political science but something like the word horse-jockey, denoting a man who may be honest but is not likely to be. Who ever reads this volume, will have reason to rejoice that he lives in a brighter age "when the true light shineth."

#### LITERARY NOTES.

Vick's Magazine for February contains many articles of interest to the florist and gardener.

The Magazine of Art, published by Cassell & Co., has for a frontispiece, an etching from Menzel's painting, "Forced Contributions."

Rev. Joseph Cook has arranged with the Rand, Avery Co. for the exclusive right to publish the "Boston Monday Lectures."

The Typewriter Operator is the name of a new monthly journal to be published in Boston.

Among the valuable books published by the New England Publishing Co., Boston, are "School Keeping, How to Do It," by Hiram Orcutt, LL.D., and "Teachers Manual in Arithmetic," by G. C. Fisher.

Scribner's Magazine for March will contain a paper on "What is Instinct," by Prof. Wm. James, and the third installment of "Reminiscences of the Siege and Commune of Paris." There is also a paper on the "Stability of the Earth," by Prof. N. S. Sailer, and the "Bayeux Tapestry," by Edward J. Lowell, both illustrated.

The Quiver for March contains articles, "Why do People wish to be Rich?" "Last Days of Charles Wesley," and "Dean Stanley at Home."

The Chautauquan for March presents many valuable articles, among them "Pedagogy," by Chancellor J. H. Vincent, and "Studies of Mountains," by Ernest Ingersoll.

Messrs. Ticknor & Co. announce the publication of "Forced Acquaintances," by Edith Robinson; "Life and Works of Giordano Bruno," "Familiar Short Sayings," by S. Arthur Bent, A.M.; and "Events and Epochs in Religious History," by James Freeman Clark, D.D.

Under the name of "Benjamin S. Bell," Mr. Wm. Evans Benjamin, and Mr. Wm. Haywood Bell, have entered into partnership as publishers, their place of business being 744 Broadway, New York.

The American Bookeller, of Feb. 1, contains a full list of books published for general trade during 1886. The number of titles is 3,708. Published at 10 Spruce Street, New York.

#### MAGAZINES.

The Art Review for January contains one etching by H. H. Farrar, and the superb photograph after paintings by Geo. H. Boughton and Wm. M. Chase, and drawing by E. A. Abbey. The latter is one of the most striking illustrations of the new edition of "She Stoops to Conquer," published last fall. The reading matter consists of an article on the Grant monument, which by the way, we strongly recommend to those who have charge of this memorial for the sterling common sense of its suggester, "George H. Boughton at Home," and numerous "Art Notes," among which is a discussion of the much-talked-of Sharpless portraits. 50 Carmine Street, New York. \$6.00 a year.

#### MUSIC BOOKS.

Young People's History of Music. By J. C. Macy. Boston: Oliver Ditson & Co.

Not only will young people be interested in Mr. Macy's volume, but people "of a larger growth" whose taste leads them to music and a desire to know something of its history. And told in a plain, straightforward manner, there is nothing to confuse and weary the searcher after knowledge. After treating of the beginnings of music and the way it was first written, music printing, and the different forms of early song writing, all of which are illustrated, chapters on music in Italy, France, and Germany follow, and short biographies of the best composers—some seventeen of them. It is a pity that the portraits accompanying the latter are not better produced. The process used is hardly satisfactory, only one or two doing justice to the excellence of the information the rest of the book contains.

The Royal Singer. By L. O. Emerson. Boston: Oliver Ditson & Co. Price 60 cents.

We quote from the very comprehensive title page the design of this book: "A collection of new music, consisting of duets, quartets, hymn tunes, anthems, etc., with a full and complete course in elementary instruction designed for singing schools, institutes, and conventions."

There are nearly two hundred pages of music, a few old standards arranged for school use, and many new compositions. The department of vocal culture is a valuable one, and will help every thoughtful teacher.

Modern Classics. Published by John Church & Co., Cincinnati. Price \$1.

The music collected in this volume (sheet music size) is by composers of this century who are being placed among the "classics" of music. Such names as Grieg, Schubert, Schumann, Kulak, Schumann, Moskowski, and others, are enough to give an idea of the value of the collection. Most of the music is not too difficult for a piano player of moderate ability.

#### BOOKS RECEIVED.

Easy Experiments for Schools and Families, with Home-made Apparatus. By A. R. Horne, A.M. Chicago: A. Flanagan. Paper, 25 cents; cloth, 40 cents.

Shinn's Writing Speller. By W. L. Shinn. Cleveland, O.

How to Become a Public Speaker. By William Pettinger. Philadelphia National School of Eloquence and Oratory. Paper, 30 cents; cloth, 50 cents.

Choice Dialogues for School and Social Entertainment. Edited by Mrs. J. W. Shoemaker. National School of Eloquence and Oratory. Paper, 30 cents; cloth, 50 cents.

Tanglewood Tales, for Boys and Girls, being a Second Wonder Book. By Nathaniel Hawthorne. Boston: Houghton, Mifflin & Co. Riverside Series. 15 cents.

Poor Richard's Almanac, and Other Papers by Benjamin Franklin. Boston: Houghton, Mifflin & Co. Riverside Series. 15 cts.

Undine—The Two Captains. By La Motte Fouque. Confessions of an Inquiring Spirit, to which are added Miscellaneous Essays from The Friend. By Samuel Taylor Coleridge. New York: Cassell & Co. Each 10 cents.

The Poems of Sir John Suckling. A new edition with preface and notes. Edited by Frederick A. Stokes. New York: White, Stokes & Allen. \$2.00.

How to Cook Well. By J. Rosalie Benton. Boston: D. Lothrop & Co. \$1.50.

Young People's History of Music. By Jas. C. Macy. Boston: O. Ditson & Co.

Physiological Botany. By Robert Bently, Prof. of Botany in King's College, London. Prepared as a sequel to Descriptive Botany. By Eliza A. Youmans. New York: D. Appleton & Co.

Agatha and the Shadow. A novel. Boston: Roberts Brothers. \$1.50.

Courses and Methods. By John T. Prince. Boston: Ginn & Company. Mailing price, 85 cents.

Creation or Evolution. By Geo. Ticknor Curtis. New York: D. Appleton & Co. \$2.00.

The Geographical and Geological Distribution of Animals. By Angelo Heilprin. New York: D. Appleton & Co. \$2.00.

Christmas Eve and Easter Day, and Other Poems. By Robert Browning. Boston: D. Lothrop & Co. 75 cents.

The Barcarolle. By A. S. Cassell and J. E. Ryan. Boston: Ginn & Company. Mailing price, \$1.05.

A Second Reader. By Stickney. Boston: Ginn & Company. 50 cents.

The Present and the Prince. By Harriet Martineau. Boston: Ginn & Company.

Beginner's Book in French. With Humorous Illustrations. By Sophie Doriot. Boston: Ginn & Company. 95 cents.

The Book of Plant Descriptions or Record of Plant Analysis. By Geo. G. Groff, A.M., M.D. Lewisburgh, Pa.: Geo. G. Groff. 45 cents.

Carving & Serving. By Mrs. D. A. Lincoln. Boston: Roberts Brothers. 60 cents.

Railway Practice, Its Principles and Suggested Reforms. Reviewed by E. Porter Alexander. New York: G. P. Putnam's Sons. 75 cents.

Ballads and Stories for Readings. With Musical Accompaniments. By Hezekiah Butterworth. Cincinnati, Ohio. John Church & Co.



# **FORTY-SECOND ANNUAL REPORT** **NEW-YORK LIFE INSURANCE CO.**

Office: Nos. 346 &amp; 348 Broadway, New York.

JANUARY 1, 1887.

Amount of Net Cash Assets, January 1, 1886.....\$63,512,618.00

## REVENUE ACCOUNT.

Premiums delivered, January 1, 1886.....\$16,386,067.89  
 Interest and rents, etc. (including realized gains on Securities sold).....878,161.65—\$15,507,906.04  
 Interest accrued January 1, 1886.....4,157,786.42  
 Total.....435,284.18—3,722,502.24—\$19,230,408.28

## DISBURSEMENT ACCOUNT.

Paid by death, including reversionary additions to same.....\$2,757,035.97  
 Payments, matured and discounted, including reversionary additions to same.....559,075.01  
 Dividends, annuities, and purchased policies.....4,311,119.11  
 Total Paid Policy-holders.....\$7,627,230.09  
 Expenses and re-insurances.....243,142.84  
 Commissions, brokerages, agency expenses and physicians' fees.....2,529,357.57  
 Salaries and law expenses, salaries, advertising, printing, &c.....523,672.30—\$10,923,402.80

## ASSETS.

Cash on hand, and in transit (since received).....\$3,033,305.13  
 United States Bonds and other bonds and stocks (market value, \$43,124,273.88).....39,522,443.99  
 Real Estate, Mortgages, first lien on real estate (buildings thereon insured for \$14,000,000).....6,839,974.22  
 And the policies assigned to the Company as additional collateral security.....15,228,775.00  
 Depository Notes (market value of securities held as collateral, \$5,912,741).....4,450,000.00  
 Amount on existing policies (the Reserve held by the Company on these policies amounts to over \$2,000,000.00).....408,619.44  
 Interest and semi-annual premiums on existing policies, due subsequent to Jan. 1, 1887.....1,041,686.15  
 Amount on existing policies in course of transmission and collection. (The Reserve on these policies, included in Liabilities, is estimated at \$1,050,000).....646,437.14  
 Interest on investments, January 1, 1887.....161,905.31  
 Market value of securities over cost on Company's books.....486,497.10—\$71,810,623.48  
 Estimated schedule of these items will accompany the usual annual report filed with the Insurance Department of the State of New York.

Net Cash Assets, January 1, 1887.....\$75,421,453.37

Appropriated as follows:  
 General losses, due subsequent to January 1, 1887.....\$202,346.43  
 General losses, awaiting proof, &c.....355,625.28  
 General endowments, due and unpaid (claims not presented).....37,890.70  
 General losses due and unpaid (uncalled for).....9,318.74  
 Reserve for re-insurance on existing policies; participating insurance at 4 per cent Carline net premium; non-participating at 5 per cent Carline net premium.....62,525,599.00  
 Reserve for contingent liabilities to Tontine Dividend Fund, January 1, 1886, over and above a 4 per cent Reserve on existing policies of that class.....\$3,123,742.77  
 Amount to Tontine policy-holders during the year on matured Tontines.....1,320,530.69  
 Amount of Tontine Fund January 1, 1887.....\$4,444,273.46  
 Reserve for premiums paid in advance.....267,848.21  
 Total.....4,176,425.25  
 Balance forward.....33,720.72

Available Surplus (Company's Standard).....\$67,340,926.12

Total Surplus.....\$75,421,453.37

Plus by the New York State Standard, at 4½ per cent (including the Tontine Fund).....\$15,549,319.53  
 From the undivided surplus of \$8,080,527.25 the Board of Trustees has declared a Reversionary dividend to participating agents in proportion to their contribution to surplus, available on settlement of next annual premium.

Loss-claims paid.	Income from Interest.	Insurance in force.	Cash Assets.
1882, \$1,955,292.	1882, \$2,798,018.	Jan. 1, 1883, \$171,415,097.	Jan. 1, 1883, \$50,800,396.
1883, 2,263,092.	1883, 2,712,863.	" 1884, 198,746,043.	" 1884, 55,542,902.
1884, 2,257,175.	1884, 2,971,624.	" 1885, 229,382,586.	" 1885, 59,283,753.
1885, 3,299,409.	1885, 3,399,069.	" 1886, 259,674,500.	" 1886, 66,864,321.
1886, 2,757,035.	1886, 3,722,502.	" 1887, 304,373,540.	" 1887, 75,421,453.

Number of policies issued during the year, 22,027. Risks assumed, \$85,178,204.

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 3. Kindergarten, and its application to primary schools. Mrs. Alice Putnam, Director. Tuition, \$6.  
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 A member of the Summer School may work upon any one special subject (given below) during the entire time—three weeks—taking for such work two, three, four, or five hours each day: Reading, Elocution, Delsarte, Physical Exercises, Writing (blackboard and pen with arm movement), Number and Arithmetic, Form and Geometry, Vocal Music, Molding and Modeling in clay, Molding Relief Maps in sand, clay and putty, Study of Geography, Kindergarten Work, Experiments in Science, Physics, making apparatus, Botany, Zoology, Taxidermy, Mineralogy, Chemistry and Manual Training.

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 Principals and Superintendents of schools can make special arrangements as to tuition, if they wish to see all the work.  
 Miss BELLE THOMAS will conduct the MODEL SCHOOL.  
 Those who wish to attend should write at once, stating work they wish to take and whether they wish rooms reserved at Students' Hall; also whether they wish to board at the Hall during Convention Week. Those who would like postal circulars to send to friends will please address,

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STUDENTS OF BROWNING WILL FIND MUCH to interest and assist them in the little hand book, "Outline Studies of Robert Browning's Poetry," published for the Chicago Browning Society by Charles H. KERR & CO. A complete classification of the entire works of the poet is made, arranged for the guidance of clubs and classes. In connection with this a sketch of the so-called "Browning Movement" is given, with a plan of the work, and the rules that govern the Chicago organization.—Boston Transcript. The book is published in two editions, cloth, at 50 cents, paper at 25 cents; either mailed on receipt of price by the publishers, CHARLES H. KERR & CO., 175 Dearborn Street, Chicago.

## THE PUBLISHERS' DESK.

In these progressive days, few men of sense are found to question the genuine value of life insurance; the only question in the premises being as to the company in which it is safest and most profitable to insure. Without any prejudice to other companies, we are glad to state our own strong predilections in favor of the Massachusetts Mutual Life Insurance Company. We cannot better re-enforce our advice to others in this matter than by mentioning the fact that we are ourselves insured in this company, having taken our own advice on the ground of this company's undoubted strength and security, backed by management active and enterprising, and at the same time thoroughly conservative and well-grounded. A suggestion by the way occurs just here to such teachers as may be able to devote spare time in the work of any insurance soliciting, that this company is one on account of the advantages we have named whose service will be found especially profitable.

The season is almost upon us when the lover of natural scenery will be looking wistfully forward to his yearly excursions. He will think of many beautiful sights which he has already recorded and more which he hopes to catch in due season, keeping them as mementoes forever by means of his little dry-plate photographic outfit, which apparatus stands among the foremost of modern delights, achieved by science for the artistic eye. If any among our readers have not yet provided themselves with this means of perpetual and enduring pleasure, they are commended to the good services of Messrs. W. H. Walmsley & Co., of 1016 Chestnut St., Philadelphia, who make a specialty of such outfits in addition to every description of optical goods, an illustrated price list of which will be mailed free on application.

In the March Scribner's Prof. N. S. Shaler of Harvard, has an article on "The Stability of the Earth." The subject is of interest, and the author is an authority on geological questions, so that the paper will undoubtedly attract wide notice; the article is accompanied by numerous illustrations. Apaper by Mr. Edward J. Lowell on "The Bayeux Tapestry," is both entertaining and ripe with curious historical information. A third contribution of special note to educators will be Prof. William James' discussion of "Instinct" and the laws of mental development.

The enormous business done by the New York Life Insurance Co. may be taken as some indication of conspicuous merit widely recognized. The fact speaks for itself, that this company had in force on the first of January more than three hundred million dollars of insurance; a gain in every direction over the previous year. Many of the facts and figures of this company's business and standing are of decided interest to the student of social economics, whether he be among the insured or not. Among other excellent ideas in which it took the initiative, it was the first to omit from its policies the clause making them void in case of suicide, and first to recognize the policy-holder's right to paid up insurance by originating and introducing the first non-forfeiture policies.

The revised edition of Johnson's Universal Cyclopedia is now complete, bringing every department of this great work down to October, 1886. It is the only cyclopedia that has been made by a thoroughly organized body of scholars, having thirty-three department editors and more than two thousand eminent specialists as contributors, who have written and placed their names to articles in it. While it is compact in form, being in eight volumes, it is more comprehensive in number of subjects treated than any other, contains more matter than any other save one, is the latest of all the cyclopedias, and cheap in price.

Many people, while stopping at hotels, make themselves miserable by worrying about FIRE. The Grand Union Hotel, New York City, has just had erected eight large fire escapes. All through the halls are fire-hose, Babcock fire extinguishers and hand grenades. Four watchmen constantly patrol the building during the night.

## THIRTY-FIFTH ANNUAL REPORT.

## The Massachusetts Mutual Life Insurance Company

For the Year Ending December 31, 1886.

### RECEIPTS IN 1886.

Premiums,	\$1,332,712.25
Interest and Rents,	413,192.17
Profit and Loss,	11,388.79
Total,	\$1,757,273.21

### DISBURSEMENTS.

Death Claims (less \$5,000 re-insurance),	\$496,095.00
Matured Endowments,	142,807.00
Surplus returned to Policy-holders in Dividends,	304,600.72
Surrendered and Canceled Policies,	115,367.45
Total payments to Policy-holders,	\$958,870.17
Commissions and Salaries,	247,671.83
Other Expenses,	70,804.20
Taxes and Licenses paid Mass. and other Insurance Departments,	\$25,004.93
Taxes on Real Estate,	17,048.19
Expenses on Real Estate, Re-insurance,	42,053.12
Total Disbursements,	\$1,378,331.87

### ASSETS.

First Mortgage Loans on Real Estate,	\$1,933,132.00
Loans Secured by Collaterals,	489,165.96
Loans on Company's Policies in force,	228,300.00
United States Bonds,	110,750.00
City, County, Township and other Bonds,	655,917.89
Gas and Water Bonds,	722,200.00
National Bank Stocks,	93,557.75
Railroad Bonds,	1,204,765.00
Railroad and other Stocks,	857,637.50
Real Estate,	1,109,566.89
Premium Notes on Policies in force,	528,436.42
Bills Receivable,	6,099.90
Cash on hand and in Bank,	246,114.88
Interest and Rents accrued,	140,537.05
Premiums in course of collection (less loading 20 per cent.),	81,378.61
Deferred Premiums (less loading 20 per cent.),	146,505.88
Total Assets,	\$8,554,065.32

### LIABILITIES.

Reserve by Massachusetts Standard,	\$7,785,772.00
Death Claims not adjusted and not due,	80,951.00
Endowment Claims not adjusted and not due,	3,191.00
Unpaid Dividends,	3,966.49
Premiums paid in advance,	3,420.47
Total Liabilities,	\$7,897,300.96
Surplus by Massachusetts Standard,	\$656,764.36
Surplus by New York Standard (about),	1,192,060.00
Number of Policies issued in 1886, 2,628, insuring,	8,064,390.00
Number of Policies in force December 31, 1886, 16,537, insuring,	41,246,538.00

The undersigned have carefully examined the cash, securities, and balances of the Massachusetts Mutual Life Insurance Company, and find the same to agree with the above statement.  
H. S. HYDE,  
J. R. REDFIELD, Auditors.



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Annual Statement, January, 1886.

CASH CAPITAL, \$3,000,000 00

Reserve Premium Fund, \$3,011,037 00

Reserve for Unpaid Losses and Claims, \$78,483 00

Net Surplus, \$3,089,510 00

CASH ASSETS, \$7,618,116 00

SUMMARY OF ASSETS.

Cash in banks, \$345,705 90

Bonds & Mortgages, being 1st lien on R.R.'s

United States Stocks, (market value), \$2,879,390 00

Bank & R. R. Stocks & Bonds, (market value), \$1,522,550 00

State & City Bonds, (market value), \$233,000 00

Loans on Stocks, payable on demand, \$122,850 00

Interest due on 1st January 1886, \$7,056 02

Premiums uncollected & in hands of agents, \$68,290 90

Real Estate, \$1,272,638 77

TOTAL, \$7,618,116 00

T. R. GREENE, CHAS. J. MARTIN, Pres.

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A little fellow went to a blacksmith's to see his father's horse shod. The blacksmith began to pare the horse's hoof, and thinking this was wrong, the little boy said, earnestly: "My pa don't want his horse made smaller."

The man who believes money talks, always wants to bet.

It is no longer called a "will." The new term is a "suggestion."

What is culture worth if it is but the whitewash of a rascal?

A boy described heathens as "folks wat don't fight over religion."

"You want more exercise." "But, doctor, I'm a postman." "Then you need rest—join the police force."

"Look here, don't be so stuck up." "I can't help it. I'm a bill poster." "Then you ought to be stuck down."

The shoemaker who advertises "boots that will never wear out" must believe in the immortality of the sole.

A new book is entitled "The Keyhole Country." It is undoubtedly full of conversations accidentally overheard.

Figures are perplexing to the brains Whom the gods would destroy they first make 'em add.

The beaver must have been the "earliest mason."

Farmer—"Do you want this job of shoveling snow?" Tramp—"I am not a snow-shoveler; I sprinkle lawns. The man who shovels snow will be along in about ten minutes."

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A Detroit organist trilled "I am a Pirate King," as the deacon was taking up the collection.

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There is no reason why you should not make large sums of money if you are able to work. All you need is the right kind of employment or business. Write to Hallett & Co., Portland, Maine, and they will send you, free, full information about work that you can do and live at home, wherever you are located, earning thereby from \$5 to \$25 per day, and upwards. Capital not required; you are started free. Either sex; all ages. Better not delay.

Every now and then a man's mind is stretched by a new idea or sensation, and never shrinks back to its former dimensions.

The usual treatment of catarrh is very unsatisfactory, as thousands of despairing patients can testify. On this point a trustworthy medical writer says: "Proper local treatment is positively necessary to success, but many, if not most of the remedies in general use by physicians afford but temporary benefit. A cure certainly cannot be expected from snuffs, powders, douches, and washes." Ely's Cream Balm is a remedy which combines the important requisites of quick action, specific curative power with perfect safety and pleasantness to the patient.

A naturalist recommends the eating of raw onions for insomnia. The theory probably is that you will go to sleep to avoid smelling your breath.

ADVICE TO MOTHERS.

MRS. WINSLOW'S SOOTHING SYRUP should always be used for CHILDREN TEETHING. IT SOOTHES THE CHILD, SOFTENS THE GUMS, allays all pain, CURES WIND COLIC and is the BEST REMEDY FOR DIARRHŒA. 25 CTS. A BOTTLE.

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THOUSANDS ARE BORN with a tendency to consumption. Such persons, if they value life, must not permit a Cough or Cold to become a fixture in the lungs and chest. The best known remedy for either is Hale's Honey of Horehound and Tar. 25c., 50c. and \$1.

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Canada will soon thirst for peace if she goes to war on codfish.

## "Did n't Know 't was Loaded"

May do for a stupid boy's excuse; but what can be said for the parent who sees his child languishing daily and fails to recognize the want of a tonic and blood-purifier? Formerly, a course of bitters, or sulphur and molasses, was the rule in well-regulated families; but now all intelligent households keep Ayer's Sarsaparilla, which is at once pleasant to the taste, and the most searching and effective blood medicine ever discovered.

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